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ABSTRACT

The report describes Maryland's plan for a Comprehensive System of Personnel Development (CSPD), as mandated by P.L. 94-142, The Education for All Handicapped Children Act. Procedures are outlined by which local education agency personnel can request assistance in inservice training. A discussion of needs assessment procedures includes tables on personnel needs, projections, and current levels. Eleven training areas (including the development and implementation of individualized education programs, implications of P.L. 94-142, and assessment and services for mainstreamed handicapped students) are examined in terms of priorities, objectives, strategies, and evaluation procedures. Five categories of resources are discussed: institutions of higher education, training projects, demonstration projects, materials and equipment, and scheduled training activities. (CL)

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MARYLAND STATE DEPARTMENT OF EDUCATION

DIVISION OF SPECIAL EDUCATION

COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT

David W. Hornbeck

State Superintendent of Schools

Dr. Linda J. Jacobs

Assistant State Superintendent for Special Education

Dr. Camille Peck

Chief, Program Development and Assistance Branch

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SECTION ONE

AN EXPLANATION OF
THE COMPREHENSIVE
SYSTEM OF PERSONNEL
DEVELOPMENT

THE COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT

I. INTRODUCTION

The establishment of a Comprehensive System of Personnel Development (CSPD) is one of the major requirements for development and implementation under the federal legislation concerned with the education of handicapped children, Public Law 94-142. The goal for implementing a Comprehensive System of Personnel Development is to ensure that there are sufficient numbers of appropriately and adequately prepared and trained personnel to carry out the requirements of this law.

In response to the federal mandate, the Maryland State Department of Education has undertaken the development of a personnel preparation effort which is intended to provide a means for coordinating available training resources in this state, with the ultimate intention that all handicapped children have access to full educational services. The primary tenets of Public Law 94-142 have been chosen as the major components under which all training activities will be organized. They are comprised of the following:

- A. the provision of a free appropriate, public education
- B. the development and implementation of individualized educational plans
- C. the establishment of procedural safeguards
- D. the provision of education within the least restrictive environment

It is the desire of the Maryland State Department of Education and the Division of Special Education to facilitate training efforts both at the preservice and inservice levels, so that these four areas will become the foundations around which all preparation of personnel to work with the handicapped will be directed. These four areas, then, free, appropriate public education; individualized educational plans; procedural safeguards; and least restrictive environment - have become the goals for Maryland's Comprehensive System of Personnel Development.

An additional component of the CSPD will be the establishment of a format for obtaining information relevant to personnel needs in this state, including but not limited to information concerning not only types and kinds of needed service personnel, but also identified content areas in which existing personnel need professional growth and development. Also included in the system will be a method for disseminating information about educational projects in this state. Lastly, the CSPD will incorporate an internal monitoring and evaluation system.

II. THE DESIGN OF THE PERSONNEL DEVELOPMENT PLAN

The Personnel Development Plan (PDP) is one segment of the larger Comprehensive System of Personnel Development. It is that piece which was designed and will be implemented by the Maryland State Department

of Education. Input was received from the local education agencies, the institutions of higher education and representatives from advocacy groups in this state, and was used to assist in making decisions regarding the contents of this Personnel Development Plan. Additional input from similar sources will continue to be elicited during the course of the year and will be used to change and modify the contents of the PDP. This manual, then, focuses primarily on Maryland State Department of Education's Personnel Development Plan, especially in Section Two "An Explanation of Access to Training," and in Section Four, "Training Areas." The word "Training" here is used to reflect those content areas for which MSDE will assume responsibility for conducting or facilitating in implementing during this year. The design format for the PDP is as follows:

1. the establishment of Goals
2. the establishment of Priorities
3. the development of Objectives
4. the preparation of Strategies or Delivery Models
5. the implementation of Evaluation Systems for training delivered

III. An identical format was used in developing the overall Comprehensive System of Personnel Development as was used for developing the Personnel Development Plan - Goals, Priorities, Objectives, Strategies, and Evaluation. Each segment is discussed individually below. (In order to clarify the relationship between the Comprehensive System of Personnel Development and the Personnel Development Plan, please note that the specific objectives identified for the Comprehensive System of Personnel Development become the major goals of the Personnel Development Plan.

A. Goals

The goal of the Comprehensive System of Personnel Development is as indicated above, full implementation of the tenets of P.L. 94-142.

B. Priorities

Priorities for training relate to both target populations and content areas. In all cases, decisions with respect to use of resources will reflect Federal and State directives, identified needs, and a commitment to cost-effective methods of directly impacting services to children.

Target populations can be broken down into two distinct groups - the child population with its priorities, and the personnel population and its priorities - in such a way that the priorities for each grouping are as follows:

1. Child Population

Priorities

- a. The unserved
- b. The inadequately served, severely handicapped in each disability area
- c. The unserved pre-school handicapped

2. Personnel Population

Priorities

- a. Administrators
- b. Regular class teachers
- c. Transportation staff
- d. Special Education teachers (particularly those serving the severely handicapped, including residential center staff, and staff in nonpublic programs in Maryland).
- e. Aides
- f. Personnel providing services related to education

It should be noted that Target Population priorities reflect the need as it currently exists in the state of Maryland, and does not necessarily indicate a priority in the amount of needed training for each group.

The other area for which priorities must be set is content.

3. Content Priorities

Content priorities vary among the twenty-four local subdivisions, and are identified through LEA need, in consonance with Maryland State Department of Education priorities for training.

C. Objectives

The objectives are specific areas in which training is to be provided. The objectives planned for FY 1978 are listed here in priority order. Each becomes a major goal for the content areas described in Section Four of the manual. In the process of planning for each succeeding year, the Division of Special Education will add to and change these objectives based on the results of statewide needs assessment, and evaluation data.

- I. Development and implementation of IEPs in special education programs
- II. Implications of P.L. 94-142
- III. Assessment and delivery of services for handicapped students in regular classrooms
- IV. Programming in secondary education (including vocational education) for handicapped students in regular and special education
- V. Strategies for transportation of handicapped students
- VI. Effective programming for severely/multiply handicapped students
- VII. Methods for behavior management
- VIII. Program evaluation for administrators, supervisors, program planners
- IX. Methods for the development of motor skills
- X. Parent education (Training for professionals relative to educating parents).

In an effort to develop each training area for implementation, the organization design remains the same as that utilized for the overall plan.

Training Area _____

- A. Goals
- B. Priorities
- C. Objectives
 1. Specific Objectives
 - a. Strategies
 - b. Evaluation

With respect to Training Areas, a grouping of strategies is designed for each particular objective. Each strategy, then, is evaluated in terms of its effectiveness in assisting participants to meet the objective.

D. Delivery Models

Each objective may be accomplished through a number of delivery models. The model selected will depend on the original request, the population to receive training, the intensity of training needed, and the overall feasibility for employing any one delivery model. Examples of possible delivery options are listed below. As new approaches become available, they will be added to the Plan.

-preparation of modules including slides, film loops, tape-on-slides,

video tapes, and references

-MSDE operated workshops

-technical assistance to LEAs by various sections of the Division of Special Education

-arrangement of courses through IHEs on campus and off campus

-establishment of practicum sites

-seminars and conferences

-special projects (Deaf-Blind Project and Projects SAFE and SURE) Regional Resource Center

-the development of an expertise-exchange program between and among LEAs, residential centers, nonpublic programs, etc., including identification of and support for demonstration classrooms

-dissemination of information and materials by Program Assistance and Information Management Sections

-funding for substitute teachers

-arrangements whereby doctoral students are provided to LEAs for the development of specific programs

-reimbursement to participate in significant workshops out-of-state, e.g. the Neuro-developmental Techniques course, Teaching Research Corp. programs (Oregon)

-development of new strategies for obtaining inservice and college credit

E. Evaluation

The discrepancy evaluation model will be utilized as a management tool for evaluating the CSPD. Performance data (P) collected on an ongoing basis will be compared against the standard (S), which are the prioritized goals and objective, in order to pinpoint discrepancies (D). The discrepancy information will be used as a guide to ongoing system improvement and success.

The CSPD discrepancy evaluation will be comprised of two basic stages: 1) a process evaluation, and 2) a product evaluation. The process evaluation will involve monitoring training requests from LEAs and evaluating the effectiveness of the training delivered. The process by which technical assistance in personnel development is delivered by the SEA will also be reviewed periodically to determine where procedural alterations are required. Data collected on each individual training request, as well as data collected as part of an overall annual LEA and SEA review of administrative policies and procedures, will provide the information required for the product evaluation. In effect, the LEA's success in attaining the prioritized goals will be measured to determine areas of need.

The general steps to be taken in the implementation of the process and product evaluation are as follows:

Process Evaluation

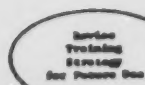
1. The process flow charted in Figure 1 for delivering and evaluating training will be implemented. The status of a request for training will be documented as it flows through the process.
2. The requests for training from each LEA will be reviewed periodically by the Program Assistance and Program Development - Administration and Evaluation sections to determine the effectiveness of the process for each LEA.

Product Evaluation

Measures of the attainment of the prioritized goals and objectives will be obtained on an annual basis using the following methods:

1. Review of training request forms
2. Completion of a section of the overall administrative checklist by the following persons:
 - a. LEA Director
 - b. Other LEA Instructional Staff
 - c. Regional Administrators

Figure 2: Process for Delivery and Evaluating Training



SECTION TWO

AN EXPLANATION
OF ACCESS TO
TRAINING

ACCESS TO TRAINING

The Division of Special Education will provide assistance to LEA personnel, as well as those in State operated and nonpublic facilities in the development and implementation of inservice training. Agencies wishing to obtain assistance for personnel providing services to handicapped children are asked to review Section Four of this manual, "Training Areas," to see the direction this Division's training efforts will take, as well as to use the suggested delivery strategies. These strategies, of course, are merely recommendations and are not intended to preclude the development of other strategies which may be more appropriate for individual needs. (All agencies who are interested should utilize the Training Request Form, a copy of which is contained on page 13 of this section of the manual.) The steps involved in utilizing this Form are outlined below:

Training Request Form

1. Where the form requires, supply the name of the individual to be contacted for planning.
2. The local director of special education must sign all requests for training.
3. Identify the area in which training is desired. Refer to one of the ten training areas outlined in Section Four.
4. Identify the objective or objectives to be achieved during the training. Please be specific.
5. Describe the strategy most suited to the purpose of the training. (Strategies are not limited to those listed in the Manual.)
6. Describe the participants in the proposed training.
7. Specify the timeframe, dates and alternate dates for the training. (With the exception of short-term training which can be delivered by inhouse staff, it is essential that MSDE personnel have sufficient lead time to assist in appropriate planning. Therefore, we are requesting a minimum of six weeks between the date on which the Program Development and Assistance Branch receives the Training Request Form and the anticipated initial date for beginning training.
8. Identify the site where the training is to take place. Supply information on any specific arrangements which must be made for the use of the site and indicate whether these arrangements are to be made by the requestor or by the Division.

9. Provide additional information that will assist in planning the training including the need for substitutes, special procedures for release time, and equipment or materials. The following restrictions apply, either because of federal or state regulations:
- a. The maximum allowable stipend reimbursement is \$15 per day.
 - b. The maximum allowable consultant remuneration is \$100 per day.
 - c. The maximum allowable substitute reimbursement is \$25 per day.
 - d. The maximum allowable cost per individual training request is \$3,000.
10. Because we will be expanding our efforts for this coming year, and because we have not received an increase on funding, Maryland State Department of Education, Division of Special Education, can no longer assume total financial costs for the provision of inservice training. Please be certain that for Item 9 on the Training Request Form (page), there is a breakdown of both local In-kind Contributions as well as those costs for which the Maryland State Department of Education funds are requested. By way of example, In-kind Contributions could include any of the following: (1) provision of space or equipment; (2) costs for duplicating or disseminating information or materials; (3) costs for substitutes or stipends, or costs provided for substitutes or stipends beyond the maximum allowable amounts from the Maryland State Department of Education; (4) travel for consultants; (5) consultant fees; or (6) release time for teachers and related service staff.
11. List individuals or groups outside your agency who provide services to children in your geographic area who might benefit from attending the requested training. Include staff from residential and nonpublic programs as appropriate.
12. Direct all Training Request Forms to:

Dr. Patricia B. Flynn
Director, CSPD
Maryland State Department of Education
P.O. Box 8717, BWI Airport
Baltimore, Maryland 21240

MSDE REVIEW PROCEDURE

Upon receipt of a Training Request Form, the Program Development and Assistance Branch will forward the following Receipt of Training Request Form. It will indicate to the requesting agency that we have in fact received the information sent to us.

Dear

As of we have received the following training request(s)
from you:

We will review them and contact you in the near future.

Sincerely,

Patricia B. Flynn, Ph.D
Education Specialist
Division of Special Education

PBF:dae

cc: Regional Administrators, as appropriate

Training Request Forms will then be directed to the appropriate Regional Administrator who will provide a technical review of the form. Regional Administrators will look for such things as: 1) the provision of the LEA Director's sign off; 2) conformity with SEA priorities, 3) the development of a cost-effective procedure; and 4) the selection of appropriate content. Once a determination has been made that these four criteria have been met, the Training Request Form and the Regional Administrator's Review Form will be sent back to the Program Development and Assistance Branch of this Division, where the finalized specifics of the training plan will be determined (see page 13). A Training Plan Form will be completed and sent back to the persons requesting training with all specifics delineated in writing. By way of example, a graphic way for describing the process would look like this.

LEA Request for Training

Program Development and Assistance Branch Receipt of Training
Request Form

Regional Administrator Review

Program Development and Assistance Branch Training Plan

Delivery of Training

If you wish additional information, please contact:

Dr. Patricia B. Flynn

or

Dr. Camille McGreevy Peck

Maryland State Department of Education
Division of Special Education
(301) 796-8300, extension 448

Maryland State Department of Education
Division of Special Education

Comprehensive System of Personnel Development

TRAINING REQUEST FORM

1. Agency:

Title of Inservice Training:

Contact Person:

Address:

Phone No.:

Date: _____

Signature of the Director of Special Education
for the Local Education Agencies

Date: _____

2. Training Area to be addressed (please refer to the Training Areas listed in the CSPD Manual):

3. State the outcomes or objectives of the Training:

4. Service delivery method or strategy requested (one-day workshop, coursework, observation, etc.):

5. Participants (describe the number and positions of these individuals):

6. Timeframe (indicate the time period during which the training is to take place, along with specific dates, if appropriate):
 7. Location of training and information regarding arrangements for training site:
 8. List materials needed, if appropriate:
 9. Indicate the costs which this training will involve and the source of funding, including those costs which you expect Maryland State Department of Education to cover:
 10. Provide additional information if necessary:
 11. List individuals or agencies outside your areas of responsibility who might reasonably participate in this training, e.g. parents, the local developmental center, student teachers assigned to your program, etc.
 12. Have you contacted an appropriate institution of higher education in your geographic locale for assistance with this inservice?
YES _____ NO _____
- Would you like assistance from this Division in contacting an IHE for support, delivery, credit, etc. for this training?

Return this form to: The Program Development and Assistance Branch
Division of Special Education
Maryland State Department of Education
P.O. Box 8717, BWI Airport
Baltimore, Maryland 21240

Maryland State Department of Education
Division of Special Education

Comprehensive System of Personnel Development

TRAINING PLAN FORM

Date:

Contact Person:

Content Area:

Regional Administrator's Evaluation:

Approve _____ Disapprove _____

Program Development and Assistance
Branch Evaluation:

Approve _____ Disapprove _____

Modification and Recommendations:

Specifics of Implementation

1. Individual(s) who will deliver training:
2. Source of funds (Attach a budget page, if appropriate):
3. Strategy:
4. Evaluation procedure:
5. Location:
6. Schedule:
7. Additional information:

Signature of Director, Personnel
Development Project

PROVISION OF INSERVICE CREDIT

The participants who receive training through utilization of the above procedure are eligible to receive inservice credit through the Maryland State Department of Education, Division of Certification & Accreditation. As with all other inservice training, the procedures to be followed in requesting inservice credit must be those employed by the Division of Certification & Accreditation. A copy of the necessary forms for requesting Inservice Credit may be obtained through the Maryland State Department of Education, Division of Certification & Accreditation.

SECTION THREE

NEEDS ASSESSMENT

NEEDS ASSESSMENT

The acquisition of the essential information for planning the training necessary to meet the P.L. 94-142 mandate for adequate and appropriately trained personnel involves a number of related components, some of which will be conducted simultaneously.

I. The Initial Planning Process

In order to obtain a global outline of both resources and training needs in the State, the CSPD staff gathered oral and written information from local education agencies, institutions of higher education, the Division of Health and Mental Hygiene, advocacy groups, consultants, and the Division of Personnel. This material ultimately generated data on needed training, prioritizing of goals, and methods for obtaining more precise data. Communication with the resources identified here will be continued as part of the ongoing needs assessment.

II. Data Collection

The most systematic process for obtaining data on the need for personnel development is through the Information Management Section. The CSPD staff will work with that Section and the Division of Certification and Accreditation in refining data gathering procedures and translating the information collected into progressively more specific training requirements. Existing procedures relative to the need for services will be utilized and new strategies will be devised to determine the kinds of training required in order to provide educational services. On the pages that follow, is information gathered by the Federal Projects Section on statewide training needs for the preparation of Title VI-D grant applications.

TABLES 2A, 2B and 2C PERSONNEL SUMMARIES

Tables 2A, 2B and 2C were developed using the data submitted by Maryland's twenty-four Local School Systems in their Local Comprehensive Plan for Special Education Services.

**TABLE 2A. - STATE PERSONNEL SUMMARY OF ACTUAL NUMBER OF PERSONNEL
EMPLOYED DURING THE 1976-77 SCHOOL YEAR FOR SERVICES
TO THE 0-21 AGE HANDICAPPED POPULATION ***

							(A)			
							MANDATED SCHOOL AGE IN THE STATE OF Maryland - 6			
							FOR SCHOOL YEAR 1976-77			
PERSONNEL	TOTAL (Sum of columns b thru j)	MENTALLY RETARDED	HARD OF HEARING	DEAF	SPEECH IMPAIRED	VISUALLY HANDI- CAPPED	SERIOUSLY EMOTION- ALLY DISTURBED	ORTHO- PEDICALLY IMPAIRED	HEALTH IMPAIRED	SPECIFIC LEARNING DISABILITIES
	(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)	(i)	(j)
1. Teachers of Special Classes	2,118.1	1,111.5	45.5	35.3	136.8	1.5	196	60	15	510.5
2. Resource Room Teachers	1,465.07	128.4	18.5	4	118.3	17	44.1	2	1	1,131.77
3. Itinerant/Consulting Teachers	235.9	4.4	19.5	0	162.5	33	.5	0	12	4
4. Psychologist	92.35									
5. School Social Workers	36.15									
6. Occupational Therapists	15.2									
7. Home-Hospital Teachers	249.8									
8. Speech Pathologists	475.6									
9. Audiologists	14.5									
10. Teacher Aides	1,245									
11. Vocational Education Teachers	83									
12. Work-Study Coordinators	17.5									
13. Physical Education Teachers	55.8									
14. Recreation Therapists	1.6									
15. Diagnostic Staff	53.4									
16. Supervisors	209.13									
17. Other Non-Instructional Staff	451.75									
18. TOTAL PERSONNEL	6,819.85									

TABLE 20. -- STATE PERSONNEL SUMMARY OF PROJECTED NUMBER OF PERSONNEL NEEDED TO MEET THE FULL EDUCATIONAL OPPORTUNITIES GOAL DURING THE 1977-78 SCHOOL YEAR FOR SERVICES TO THE 0-21 AGE HANDICAPPED POPULATION *

MANDATED SCHOOL AGE IN THE STATE OF

Maryland - 6

FOR SCHOOL YEAR 1978-79

PERSONNEL	TOTAL (Sum of columns b-j)	MENTALLY RETARDED	HARD OF HEARING	DEAF	SPEECH IMPAIRED	VISUALLY HANDI- CAPPED	SERIOUSLY EMOTION- ALLY DISTURBED	ORTHO- PEDICALLY IMPAIRED	HEALTH IMPAIRED	SPECIFIC LEARNING DISABILITIES
	(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)	(i)	(j)
1. Teachers of Special Classes	2,240.3	1,115.8	72	21	14.5	5.5	234.5	76	12	558.5
2. Resource Room Teachers	1,640.5	166.8	24	0	52.8	29	107.1	3	1	1,256.8
3. Itinerant/Consulting Teachers	260.8	4.9	25.6	0	173.5	35	.5	12	0	9.3
4. Psychologist	102.8									
5. School Social Workers	44.65									
6. Occupational Therapists	28									
7. Home-Hospital Teachers	265.6									
8. Speech Pathologists	511.5									
9. Audiologists	16.5									
10. Teacher Aides	1,478.8									
11. Vocational Education Teachers	109									
12. Work Study Coordinators	23.5									
13. Physical Education Teachers	64.1									
14. Recreation Therapists	9.2									
15. Diagnostic Staff	68.4									
16. Supervisors	206.01									
17. Other Non Instructional Staff	463.2									
18. TOTAL PERSONNEL	7,532.66									

**1C. - STATE PERSONNEL SUMMARY OF PROJECTED NUMBER OF PERSONNEL NEEDED
TO MEET THE FULL EDUCATIONAL OPPORTUNITIES GOAL DURING THE 1978-79
SCHOOL YEAR FOR SERVICES TO THE 0-21 AGE HANDICAPPED POPULATION ***

MANDATED SCHOOL AGE IN THE STATE OF
Maryland - 6
FOR SCHOOL YEAR 1978-79

PERSONNEL	TOTAL (Sum of columns b-j) (a)	MENTALLY RETARDED (b)	HARD OF HEARING (c)	DEAF (d)	SPEECH IMPAIRED (e)	VISUALLY HANDI- CAPPED (f)	SERIOUSLY EMOTION- ALLY DISTURBED (g)	ORTHO- PEDICALLY IMPAIRED (h)	HEALTH IMPAIRED (i)	SPECIFIC LEARNING DISABILITIES (j)
1. Teachers of Special Classes	2,321.8	1,127.8	91.5	21.5	156.5	6.5	252.5	78	14	5/3.5
2. Resource Room Teachers	1,690.5	182.1	21.5	1	71.3	31	109.1	9	2	1,264.5
3. Itinerant/Consulting Teachers	411	5.9	31.1	.5	192.5	42	0	6	10	123
4. Psychologist	126									
5. School Social Workers	60.65									
6. Occupational Therapists	34.5									
7. Home-Hospital Teachers	275.1									
8. Speech Pathologists	531.8									
9. Audiologists	18									
10. Teacher Aides	1,636.4									
11. Vocational Education Teachers	127									
12. Work Study Coordinators	28									
13. Physical Education Teachers Teachers	62.2									
14. Recreation Therapists	13.2									
15. Diagnostic Staff	84.4									
16. Supervisors	204.1									
17. Other Non-Instructional Staff	477.70									
18. TOTAL PERSONNEL	8,102.35									

TABLES 2A1, 2B1 and 2C1 PERSONNEL SUMMARIES

Tables 2A1, 2B1 and 2C1 were developed using data from the following sources:

1. Local Comprehensive Plan for Special Education Services submitted by each of Maryland's twenty-four Local Education Agencies.
2. Data submitted by:
 - (a) Maryland's Department of Health and Mental Hygiene
 - (b) Maryland Department of Human Resources
 - (c) Maryland School for the Deaf
 - (d) Maryland School for the Blind

These tables represent a composite of State and local personnel who serve Maryland's Handicapped Children.

**TABLE 2A.1 - STATE PERSONNEL SUMMARY OF ACTUAL NUMBER OF PERSONNEL
EMPLOYED DURING THE 1976-77 SCHOOL YEAR FOR SERVICES
TO THE 0-21 AGE HANDICAPPED POPULATION**

(A)
MANDATED SCHOOL AGE IN THE STATE OF
Maryland - 6
FOR SCHOOL YEAR 1976-79

PERSONNEL	TOTAL (Sum of columns b thru j)	MENTALLY RETARDED	HARD OF HEARING	DEAF	SPEECH IMPAIRED	VISUALLY HANDI- CAPPED	SERIOUSLY EMOTION- ALLY DISTURBED	ORTHO- PEDICALLY IMPAIRED	HEALTH IMPAIRED	SPECIFIC LEARNING DISABILITIES
	(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)	(i)	(j)
1. Teachers of Special Classes	2,456.1	1,216.5	45.5	35.3	136.8	1.5	226	66	15	575.5
2. Resource Room Teachers	1,465.07	128.4	10.5	4	110.3	17	44.1	2	1	1,131.77
3. Itinerant/Consulting Teachers	235.9	4.4	19.5	0	162.5	33	.5	0	12	4
4. Psychologist	92.35									
5. School Social Workers	36.15									
6. Occupational Therapists	15.2									
7. Home-Hospital Teachers	253.8									
8. Speech Pathologists	487.6									
9. Audiologists	14.5									
10. Teacher Aides	1,443									
11. Vocational Education Teachers	100									
12. Work-Study Coordinators	19.5									
13. Physical Education Teachers	65.8									
14. Recreation Therapists	5.6									
15. Diagnostic Staff	62.4									
16. Supervisors	226.13									
17. Other Non-Instructional Staff	585.75									
18. TOTAL PERSONNEL	7,564.85									

TABLE 2B.1- STATE PERSONNEL SUMMARY OF PROJECTED NUMBER OF PERSONNEL NEEDED TO MEET THE FULL EDUCATIONAL OPPORTUNITIES GOAL DURING THE 1977-78 SCHOOL YEAR FOR SERVICES TO THE 0-21 AGE HANDICAPPED POPULATION

(A)
MANDATED SCHOOL AGE IN THE STATE OF
Maryland - 6
FOR SCHOOL YEAR 1978-79

PERSONNEL	TOTAL (Sum of columns b-j)	MENTALLY RETARDED	HARD OF HEARING	DEAF	SPEECH IMPAIRED	VISUALLY HANDI- CAPPED	SERIOUSLY EMOTION- ALLY DISTURBED	ORTHO- PEDICALLY IMPAIRED	HEALTH IMPAIRED	SPECIFIC LEARNING DISABILITIES
	(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)	(i)	(j)
1. Teachers of Special Classes	2,578.3	1,220.8	72	21	14.5	5.5	264.5	76	12	121.5
2. Resource Room Teachers	1,640.5	166.8	24	0	52.3	29	107.1	3	1	1,256.8
3. Itinerant/Consulting Teachers	260.8	4.9	25.6	0	173.5	35	.5	12	0	9.3
4. Psychologist	102.6									
5. School Social Workers	44.65									
6. Occupational Therapists	28									
7. Home-Hospital Teachers	269.6									
8. Speech Pathologists	523.5									
9. Audiologists	16.5									
10. Teacher Aides	1,454.8									
11. Vocational Education Teachers	126									
12. Work Study Coordinators	25.5									
13. Physical Education Teachers	74.1									
14. Recreation Therapists	13.2									
15. Diagnostic Staff	77.4									
16. Supervisors	223.01									
17. Other Non Instructional Staff	595.2									
18. TOTAL PERSONNEL	8,053.66									

TABLE 2C1- STATE PERSONNEL SUMMARY OF PROJECTED NUMBER OF PERSONNEL NEEDED
TO MEET THE FULL EDUCATIONAL OPPORTUNITIES GOAL DURING THE 1978-79
SCHOOL YEAR FOR SERVICES TO THE 0-21 AGE HANDICAPPED POPULATION

MANDATED SCHOOL AGE IN THE STATE OF
Maryland - 6
FOR SCHOOL YEAR 1978/79

PERSONNEL	TOTAL (Sum of column b-i) (a)	MENTALLY RETARDED (b)	HARD OF HEARING (c)	DEAF (d)	SPEECH IMPAIRED (e)	VISUALLY HANDI- CAPPED (f)	SERIOUSLY EMOTION- ALLY DISTURBED (g)	ORTHO- PEDICALLY IMPAIRED (h)	HEALTH IMPAIRED (i)	SPECIFIC LEARNING DISABILITIES (j)
1. Teachers of Special Classes	2,659.8	1,232.8	91.5	21.5	156.5	6.5	282.5	78	14	573.5
2. Resource Room Teachers	1,690.5	182.1	21.5	1	71.3	31	109.1	9	2	1,264.5
3. Itinerant/Consulting Teachers	411	5.9	31.1	.5	192.5	42	0	6	10	123
4. Psychologist	126									
5. School Social Workers	60.65									
6. Occupational Therapists	34.5									
7. Home-Hospital Teachers	279.1									
8. Speech Pathologists	543.3									
9. Audiologists	18									
10. Teacher Aides	1,834.4									
11. Vocational Education Teachers	144									
12. Work Study Coordinators	30									
13. Physical Education Teachers Teachers	72.2									
14. Recreation Therapists	17.2									
15. Diagnostic Staff	93.4									
16. Supervisors	221.1									
17. Other Non-Instructional Staff	611.70									
18. TOTAL PERSONNEL	8,847.35									

Indicate number of personnel needing inservice training between July 1, 1977 and June 30, 1978

TABLE 5A-INSERVICE TRAINING FORM (1977-1978 school year) a-Inservice Needed

AREA OF TRAINING	NUMBER AND TYPE OF PERSONS TO RECEIVE INSERVICE TRAINING																							
	REGULAR CLASS TEACHERS	SPECIAL CLASS TEACHERS	RESOURCE ROOM TEACHERS	THERAPIST/CONSULTING TEACHERS	HOMI-HOSPITAL TEACHERS	PHYSICAL EDUCATORS	VOCATIONAL EDUCATORS	TEACHER AIDES	WORK STUDY COORDINATORS	RECREATIONAL THERAPISTS	OCCUPATIONAL THERAPISTS	SPEECH PATHOLOGISTS	AUDIOLOGISTS	PSYCHOMETRIC/EDUCATIONAL DIAGNOSTICIANS	PSYCHOLOGISTS	SCHOOL SOCIAL WORKERS	PARENTS OF HANDICAPPED CHILDREN	SUPERVISOR	VOLUNTEERS	HEARING OFFICERS	SUPERVISORS	ADMINISTRATORS	OTHER NON-INSTRUCTIONAL STAFF	
Diagnostic Procedures	9,941	1,384	1,156	91	71	217	251	542.5	102.5	1	19	435.5	14	60	61.5	16.7	00,085	13	75	10	58	250	135	
Behavioral Procedures	10,800	1,470	1,199	85	128	222	177	1022.5	25.5	1	10	183.5	9	60	28.5	14.7	00,985	13	75	12	78	263	174	
Implementation of P.L. 94-142	12,421	1,086	857	89	94	185	128	542	22.5	1	9	128.5	10	61	65.5	18.7	02,445	13	75	12	101	577	136.5	
Individual Education Programs	10,401	1,110	976	90	43	191	189	490	22.5	1	9	185.5	10	56	27.5	14.7	00,185	13	75	12	90.5	372	119.5	
Least Restrictive Environment	13,104	883	807	164	40	180	120	456	19.5	1	9	104.5	9	56	27.5	14.7	00,105	13	75	12	137	537	121.5	
Procedural Safeguards	10,021	910	662	413	41	142	149	367	17.5	1	9	222.5	9	56	26.5	14.7	00,185	13	75	12	67	362	126.5	
Use of Surrogates	9,260	834	586	75	40	105	102	332	16.5	1	8	204.5	9	52	27.5	14.7	00,010	13	25	10	50	127	115.5	
Parental Consent - Unrevoked	9,760	771	608	93	40	174	147	332	19.5	1	8	206.5	10	54	24	14.7	00,020	13	25	10	67	219	120.5	
Non-Therapeutic Testing	9,760	752	611	75	40	138	102	332	14.5	1	8	209.5	10	56		14.7	00,070	13	25	10	66	173	120.5	
OTHER (Specify)	260	186	219	5	0	7	2	0	0	0	0	673	0	0	18	30	20	0	0	0	74	592	2	
e.g., ARD Procedures																								
Teaming, transportation																								

Form I-G of the Maryland Local Comprehensive Plan for Special Education Services

Indicate number of personnel projected to receive inservice training between July 1, 1977 and June 30, 1978

TABLE 5.3 INSERVICE TRAINING FORM (1977-1978 school year)- Inservice to be Provided

AREA OF TRAINING	NUMBER AND TYPES OF PERSONS TO RECEIVE INSERVICE TRAINING																						
	REGULAR CLASS TEACHERS	SPECIAL CLASS TEACHERS	RESOURCE ROOM TEACHERS	TRANSFERT/CONSULTING TEACHERS	HOME-HOSPITAL TEACHERS	PHYSICAL EDUCATORS	VOCATIONAL EDUCATORS	TEACHER AIDES	WORKSTUDY COORDINATORS	RECREATIONAL THERAPISTS	OCCUPATIONAL THERAPISTS	SPEECH PATHOLOGISTS	AUDILOGISTS	PSYCHOMETRIC/EDUCATIONAL DIAGNOSTICIANS	PSYCHOLOGISTS	SCHOOL SOCIAL WORKERS	PARENTS OF HANDICAPPED CHILDREN	SUBSTITUTES	VOLUNTEERS	HEARING OFFICERS	SUPERVISORS	ADMINISTRATORS	OTHER NON-INSTRUCTIONAL STAFF
Diagnostic Procedures	849	1,006	923	119	71	98	92	297	102.5	1	39	416	13	35	55	16.7	85	13	75	10	58	250	35
Instructional Procedures	1,643	1,021	1,017	125	128	103	142	687	23.5	1	15	389	12	33	31	14.7	185	13	75	12	58	248	74
Implementation of P.L. 94-142	2,292	695	704	55	41	68	74	317	22.5	1	9	203	10	37	65	18.7	1345	13	75	20	97	564	1,036.5
- Individual Education Programs	2,779	1,269	946	90	43	74	103	265	23.5	1	15	306	10	60	27	14.7	185	13	75	12	67.5	292	69
- Local Substitute Employment	5,259	918	807	87	41	72	98	123	19.5	1	9	179	10	31	25	14.7	185	13	75	12	90	437	121
- Personnel Subgroups	2,064	787	646	83	41	42	43	117	18.5	1	9	97	10	56	31	14.7	185	13	75	12	49	319	26
- Use of Instructors	1,266	124	186	56	40	1	2	87	15.5	1	9	29	9	54	24	19.7	0	13	25	10	67	214	15
- Personnel - Served - Uncovered	1,766	124	186	89	40	21	77	82	15.5	1	9	81	9	29	19	14.7	1,020	13	25	10	57	219	65
- Non-Instructional Training	2,315	741	556	93	40	31	40	82	14.5	1	9	56	9	56	21	14.7	070	13	25	10	68	214	115
Other (Specify)																							
S-S-A ARS Procedures	200	182	175	0	0	7	2	19	6	0	0	0	0	0	18	30	10	0	0	0	40	227	20
Training, transportation																							

* Form I-Ga of the Maryland Local Comprehensive Plan for Special Education Services

III. Special Education Satellite Advisory Committees

An additional resource which must be included here is the newly created Special Education Advisory Committees. These groups consist of six satellite committees with specific interests in the education of handicapped children.

The satellite groups encompass six topical areas covering the following interest areas: (1) consumers, (2) institutions of higher learning, (3) local education agency administration, (4) nonpublic schools, (5) institutional schools, and (6) teachers/related services.

IV. Teacher Self-Evaluation

A self evaluation questionnaire will be developed under the direction of the Program Assistance Section with the participation of representation from teacher organizations. With the provision of necessary approvals the form will be distributed to a selected group of teachers in regular and special education programs.

V. A Teacher Competency Task Force

The goal of providing appropriately trained personnel can only be addressed with the provision of a set of criteria which are commonly agreed upon as representing the necessary skills of educators, administrators, and staff who provide related services based on needs of children to be served. To this end, the Division of Special Education in cooperation with the Division of Certification and Accreditation, will establish a task force for the development of teacher competencies. This task force will have broad representation including the Maryland State Teachers Association, the Division of Instruction, the institutions of higher education, regular and special class teachers, aides, educational supervisors, occupational, physical, and speech therapists, and staff from developmental and residential centers and nonpublic programs. Competencies developed in various curricular areas will be reviewed for inclusion. Others will be devised as needed. These lists of competencies will be employed as a means of identifying the need for training at all levels. Specific training programs will be attached to competencies.

It is anticipated that the process of establishing a workable set of competencies will take an extended period of time and that it will ultimately provide access to the kinds of information necessary for pinpointing training needs. This is the purpose of the effort.

VI. Evaluation and Monitoring

The results of the evaluation and monitoring strategies described in Section One are primary vehicles for the identification of training needs. These procedures allow for direct feedback for modification of the overall Plan and specific components of it. The intent is that through the involvement of the Liaison and Program Development-Administration and Evaluation Sections, the local education agencies and all those involved in the delivery of training can work cooperatively in identifying areas for increased service and in providing a level of personnel preparation that directly improves the instruction given to children.

SECTION FOUR

TRAINING AREAS

TRAINING AREAS

The Training Areas for FY 1979 are prioritized below. In this section, each area is described in terms of priorities, objectives, strategies and evaluation procedures.

- I. Development and implementation of IEPs in special education programs
- II. Implications of Public Law 94-142
- III. Assessment and delivery of services for handicapped students in regular classrooms
- IV. Programming in secondary education (including vocational education) for handicapped students in regular and special education
- V. Strategies for transportation of handicapped students
- VI. Effective programming for severely/multiply handicapped students
- VII. Methods for behavior management
- VIII. Program evaluation for administrators, supervisors, program planners
- IX. Methods for the development of motor skills
- X. Parent education (training for professionals relative to educating parents)
- XI. Methods for the development of language/communications skills

TRAINING AREA I
DEVELOPMENT AND IMPLEMENTATION OF IEPs IN SPECIAL EDUCATION PROGRAMS

A. GOAL

All special education teachers have the competencies necessary for preparing and implementing individualized programs for the students assigned to them.

B. PRIORITIES

1. Development and implementation of IEPs.
2. Management of behavior.
3. Data collection for accountability.
4. Appropriate selection of curriculum.

C. OBJECTIVES

Objective: 1

Teachers demonstrate the ability to prepare IEPs which include all the required components within the format determined by the LEAs.

a. Strategies

1. Develop a module on IEPs which includes a checklist for required components and sets of child data for preparing a specific IEP.
2. Develop and disseminate a statewide IEP format.
3. Assure that IEP preparation is included in all certification programs in IHEs.

b. Evaluation

IEPs developed by teachers include all required components, have data based goals and correspond to the format used by the LEAs as assessed by regional administrators upon review of a selected sample of IEPs.

Objective: 2

Teachers describe methods of formal and informal assessment useful in identifying the programmatic needs of the types of students assigned to them.

a. Strategies

1. Establish a series of inservice workshops on test instruments and informal assessment procedures.
2. Identify courses now offered in IHEs which provide what is described above.
3. Establish additional courses in each region, as needed.
4. Develop modules on major assessment instruments used in special education.
5. Conduct a series of inservice workshops on screening and evaluation conducted by physicians, OTs, PTs, and speech/language therapists.
6. Provide each LEA with a set of major test instruments along with relevant explanation to be located in a place for easy access for teachers.

b. Evaluation

Teachers describe in writing the use of specific formal and informal procedures in identifying the needs of their students. The statement includes five formal instruments which have documented effectiveness and it details how results may relate to a specified population.

Objective: 3

Teachers demonstrate the ability to interpret protocols and reports which describe student performance on instruments such as the WISC, WPSSI, ITPA, Binet Beery, WRAT, Boehm, BCI, PIAT, GFW, Slingerland, MSSST and tests of prevocational and vocational skill, as appropriate.

a. Strategies

1. Include interpretation of tests and reports in the series of workshops listed in Objective 2.
2. Develop a set of protocols and associated reports for teacher study.

3. Identify courses now offered in IHEs which address this objective.

4. Establish courses as needed in each region of the State.

b. Evaluation

Given a set of protocols on individual children, teachers summarize results, point out conflicts in data where present, provide conclusions that relate to programming, and generate additional diagnostic questions. Evaluation is conducted by instructor.

Objective: 4

Given a set of details relative to a group of children, teachers can design long and short-term goals which reflect the child's current level of functioning and reasonable expectations for his future performance.

a. Strategies

1. Develop modules on long and short-term goals.
2. Establish a series of inservice workshops assessment and on the design of related goals.
3. Provide technical assistance to teachers which is designed to help them develop long and short-term goals for their students. Include procedures for assessment of performance toward goals.

b. Evaluation

Supervisors evaluate appropriateness of short and long-term goals based on available data on children. At least 90% of the goals are judged to be appropriate.

Objective: 5

Given assessment information about a specific group of children, the overall school schedule, and the timeframe for related services, teachers design daily schedules, which allow for group and one-on-one instruction, adequate activity changes, minimum "dead" time, organization and flexibility.

a. Strategies

1. Prepare schedule sheets for a variety of settings.

2. Identify criteria for effective scheduling and field test them.
3. Collect data from selected teachers in a range of programs to determine how time is actually used.
4. Assist locals in establishing procedures for most efficient use of staff time including resource room teachers, and itinerant therapists.
5. Summarize for distribution the best elements from programs operating in the State and elsewhere.
6. Develop modules which present alternative modules for scheduling.

b. Evaluation

Written schedules meet specified criteria. Supervisors evaluate actual implementation of schedules for 85% accomplishment according to criteria.

Objective: 6

Given a description of a classroom and general information about the students to be served in it, teachers design a workable physical environment which provides for quiet areas, storage, safety, easy observation of students by staff, effective use of space and cleanliness.

a. Strategies

1. Include in the workshops described in 2a., activities where teachers solve specified problems about the use of the physical environment.
2. Develop with school architects, modules on criteria for use of space and presentations of alternative designs.
3. Identify classrooms and buildings around the State which may be used for demonstration purposes.
4. Design mock-ups of classrooms for experimental adaptation.

b. Evaluation

Teachers draw and describe an instructional area which illustrates how the various components of the objective are met. The project is free of major errors in design as evaluated by the instructor.

Objective: 7

Given assessment information on the students, he/she will serve, and a budget of \$600, each teacher selects materials and equipment appropriate to the needs of the students, and describes procedures which lead to actual acquisition of these materials when needed.

a. Strategies

1. Include in inservice workshops, activities on selection and ordering of materials.
2. Provide LEAs with field-test information on various materials.
3. Assist locals in streamlining the ordering process and in communicating procedures to teachers.
4. Develop a statewide, or regional vehicle, for the exchange of information on the value of specific materials.

b. Evaluation

Teachers select appropriate and durable items judged useful for the specific students in question. Procedures identified for acquisition are those actually used in the LEA.

Objective: 8

Each teacher identifies the ancillary services needed by a group of students on whom records are provided and describes methods for acquiring such services in his/her specific setting.

a. Strategies

1. Conduct a series of inservice workshops on screening and evaluations conducted by physicians, OTs, PTs, and Speech/Language Therapists.
2. Develop modules on the roles of the various therapies as they apply to specific learning and motor behaviors.

b. Evaluation

The teacher requests for services, corresponds at least 80% with therapists' selection. Referral procedures listed are consistent with practice in the LEA.

Objective: 9

Teachers demonstrate the ability to take baselines, to count behavior, according to frequency and trials to criterion, and to chart these data in ways that are easily interpreted.

a. Strategies

1. Establish inservice training programs on data collection.
2. Develop modules on the types of data listed in the objective.
3. Identify the courses which address the objective.
4. Establish courses or course components as needed in each region.
5. Provide technical assistance to classrooms on data collection.

b. Evaluation

Given basic quantitative information (data) on a student's performance, the teacher correctly records a baseline, a frequency count, and a trials-to-criterion count. Each of these is converted to a chart. The recorded material is free of major errors and simple to read as evaluated by the instructor.

Objective: 10

Given adequate assessment information and long and short range objectives, teachers demonstrate the ability to select appropriate curriculum for the students assigned to them.

a. Strategies

1. Provide regional training programs for LEA media on student curriculum match. (Utilize the expertise of the Information Management Branch.)
2. Utilize training programs offered by Project SAFE, and the Deaf-Blind Project relative to selection of materials.
3. Disseminate information of selected commercial curricula with information as to appropriate use. Assure a curriculum selection component is attached to training programs which address assessment.
4. Conduct summer workshops on curriculum selection and design which include assessment data on a range of types of students for curriculum preparation.
5. Distribute information on courses offered in IHEs which addresses the objective.

b. Evaluation

Supervisors rate each teacher as meeting the objective with at least 85% accuracy according to specified set of criteria. Teachers rate their own performance in terms of the same set of criteria as used by supervisors.

Objective: 11

Teachers describe five approaches to language development useful for the particular students they serve.

a. Strategies

1. Develop a set of modules on each of the following:
 - a) normal language development in the infant
 - b) normal language development in the preschool child
 - c) theoretical foundations or models of language
 - d) deviations from normal language development
2. Develop a set of modules which illustrate specific procedures for language development for preschool and elementary level children in self-contained programs. Include techniques for getting attention, stimulating imitation of motor movements and sounds, completion of sequences, increase in auditory and visual memory, use of gestures, labelling, use of simple codes, grouping by categories, and sequencing items.
3. Fund teachers to attend workshops in other areas where particularly effective training is being conducted.
4. Cooperate with selected IHEs in arranging joint programming between departments of special education and speech pathology in offering courses on communication strategies with special emphasis on the education of the severely/profoundly handicapped.

b. Evaluation

Supervisors rate each teacher as meeting the objective with at least 85% accuracy according to specified set of criteria. Teachers rate their own performance in terms of the same set of criteria as used by supervisors.

Objective: 12

Teachers can describe and implement five approaches to reading that may be used for handicapped children.

a. Strategies

1. Prepare modules on selected reading methods including the whole word phonetic, linguistic, and Fernald approaches.
2. Design modules which relate instructional approaches and major commercial systems to students with specific learning problems. Include Rebus, ITA, Basal Readers, Ginn 360, Harcourt, Brace and World, and other major reading series.
3. Make video tapes which illustrate the use of specific approaches and commercial materials for reading instruction with various handicapped students.
4. Establish workshops which address specific methods of reading instruction and include a practicum component.
5. Identify courses offered by IHEs which address this objective.
6. Arrange for additional courses for regions of the State where they are not currently offered.

b. Evaluation

Teachers complete a written test with 90% accuracy and supervisors rate each teacher as meeting the objective with at least 85% accuracy according to a specified set of criteria.

Objective: 13

Teachers describe and implement at least three approaches to mathematics and relate them to students at specific curriculum levels.

a. Strategies

1. Develop modules as follows:
 - a) math as a language skill
 - b) math activities for skill development in basic number concepts
 - c) group activities for auditory memory of number combinations
 - d) approaches to solving word problems
 - e) the use of motor activities to develop concepts of measurement

- f) methods of teaching math in connection with life skill areas including: grocery shopping, cooking, carpentry, budgeting, etc.
 - g) innovative systems for teaching the measurement aspects of wood working, building maintenance, car care, masonry, welding, etc.
- 2. Design workshops for direct instruction relative to concepts listed above.
- 3. Identify effective methods used in local programs to teach math, e.g., learning centers, games, token economies, field experiences, etc. Disseminate these ideas.
- 4. Incorporate selected components of math training programs developed by the Arithmetic Center of the University of Maryland.
- 5. Establish workshops for LEAs which address math instruction for special education students at specific curriculum levels.
- 6. Devise with the Information Management Branch, specific methods for teaching math to students with sensory or other physical disabilities.

b. Evaluation

Teachers complete a written test on criteria specified for the objective with 90% accuracy as evaluated by the instructor.

Objective: 14

Each teacher will identify the types and kinds of services and resources available from agencies outside public education, and describe the methods for acquiring those services or resources.

a. Strategies

- 1. Conduct a series of inservice workshops to which are invited representatives from other agencies in the county such as the Department of Health and Mental Hygiene, Easter Seal, United Cerebral Palsy, and private practitioners for the purpose of explaining what services and resources they can provide, and the procedures involved in accession.

2. Provide funds to individual LEAs for them to develop a handbook of resources and services available within the counties, and the procedures which ARD Committee can use to access those services.

b. Evaluation

Teacher requests for services or resources outside public education produce desired results within appropriate time-frame at least 90% of the time. Referrals to "outside agencies" are appropriate and productive.

Objective: 15

Given adequate assessment information and long and short range goals and objectives, teachers demonstrate the ability to select appropriate instructional materials for students.

a. Strategies

1. Develop individual training module which includes listing of instructional materials available on loan from Division of Special Education and the audiences for which they would be useful. Module will also include suggestions for modifications to materials to make them available for specific handicapping conditions.
2. Develop inservice program to disseminate information regarding the materials which are currently being produced to "desensitize" children and adults about issues regarding the handicapped. Invite both general and special education supervisory staff.
3. Develop a training package using a single instructional material which has already been modified for use with certain handicapping in both special and general education settings.
4. Develop expanded area under "Resources" section of this manual which includes a listing of available professional growth and development media and materials.
5. Arrange for quarterly dissemination of updated Resources Section Information in CSPD, and encourage its dissemination to teaching staff.

b. Evaluation

Teachers select appropriate instructional materials and make necessary modifications for their use, as evaluated by their supervisor.

Objective: 16

All special education and related services staff will be able to identify and access appropriate professional growth and development media and materials.

a. Strategies

1. Develop an annotated listing of professional literature available in state media center for "Resources" section of CSPD.
2. Disseminate an annotated listing of professional development and self-instructional inservice training materials available for loan through CSPD.
3. Provide technical assistance through Library Services to media personnel throughout the state regarding valuable special education journals, periodicals, etc.

b. Evaluation

Teachers can identify at least fifteen (15) professional resources for their use as indicated by written evaluation.

TRAINING AREA II
IMPLICATIONS OF LEGISLATION

A. GOAL

All LEA administrative, supervisory and teaching staff will have an understanding of P.L. 94-142, Maryland Bylaw, and Section 504 of Vocational Rehabilitation Act.

B. PRIORITIES

1. Administrative and supervisory staff in special education and related service areas, as well as administrative staff in non-special education areas, i.e., instruction.
2. Teaching staff - with more comprehensive focus on developing and implementing IEPs.
3. Principals - with both global and specific understanding of all areas of the law.

C. OBJECTIVES

Objective: 1

Administrators and supervisors in each LEA will be able to identify specific components of 94-142, including Free Appropriate Public Education, Least Restrictive Environment, Individualized Educational Programs, and Procedural Safeguards, and will know their own responsibilities relevant to implementation.

a. Strategies

1. Half day inservice workshop utilizing NASDSE media presentation on P.L. 94-142 within each county.
2. Dissemination to all LEAs of new federal regulations (Federal Register, available August, 1977).
3. Regional meetings to share concerns and issues and clarify points under the law.

b. Evaluation

Regional administrators will present in each of their counties an overview of the law to all county administrators and supervisors and will monitor: a) the maintenance of IEPs; b) the provision of services; and c) the counties' method for informing parents about their involvement under the law. (Evaluation based upon outcome.)

Objective: 2

All special education and related services staff will be able to establish ARD Committee meetings for the purpose of recommending appropriate placements and services to IEP teams.

a. Strategies

1. Development of training module for establishing ARD Committees at both school-based and county levels, including recommended participants and suggested procedural strategies.
2. On-site visits by personnel in LEAs to visit model ARD Committee meetings (both school-based and county level).
3. Establishment of principals' conferences to share information and instruct one another in school-based ARD operations.

b. Evaluation

A "process evaluation" conducted by RAs on a random sampling of their schools to determine that ARD team recommendations are being made and considered by IEP teams.

Objective: 3

All teaching and related special services staff will be able to develop and implement IEPs.

a. Strategies

1. Workshops utilizing MSDE prepared materials relevant to IEPs.
2. Content area training programs developed at MSDE.
3. Appropriate additional coursework at IHEs.
4. Dissemination of available resources.

Learning Concepts Series

CEC publications

NASDSE Yellow Book

Federal Register

Intra-county sharing of IEP formats

b. Evaluation

"Monitor" evaluation by regional administrators of maintenance

of IEPs; On-site visits by MSDE evaluation teams (or other evaluation types) to determine quality (effectiveness, appropriateness, etc.) of programs/service provisions by counties.

Objective: 4

All training and special services staff will know and implement procedural safeguards for parents and children.

a. Strategies

1. Half day inservice with teaching and support service staff utilizing MSDE-prepared Procedural Safeguards module, and NASDSE media production.
2. Dissemination to individual schools of written resources, including Federal Register, Learning Concepts series, etc.
3. Regional seminars to share documentation information, etc.
4. Parent information seminars conducted by SEA and/or LEA.
5. Develop and disseminate Legal Rights for Parents Handbook which describes all procedural safeguards accruing to them.
6. Develop and disseminate Protection in Evaluation Guidelines and prepare one-half day inservice for teaching staff to instruct them in utilizing the guidelines.

b. Evaluation

Monitoring evaluation (possibly utilizing checklist) by regional administrators to ensure that each LEA has adequate documentation to ensure appropriate procedural safeguards. Each LEA submits to regional administrator dates, places, times for which parent information seminars (PTA meetings, meetings to advocacy groups, etc.) are held.

Objective: 5

Administrators and supervisors in each LEA will be able to identify specific components of the Maryland Bylaw, 13.04.01, including the following: levels of service; assessment procedures; ARD procedures; hearing procedures. Additionally A & S staff will identify their own responsibilities relevant to implementation.

a. Strategies

1. Half day inservice presentation by Regional Administrators utilizing MSDE training module on Maryland Bylaw within each LEA.

2. Statewide Service Level Seminar to share strategies for implementing provision of services by levels for the handicapped.
3. Continued dissemination of copies of Maryland Bylaw, Legal Rights for Parents' Handbook; brochures on Services for the Handicapped in Maryland, State Level Hearing procedures, Maryland Bylaw Training Module, etc.

b. Evaluation

Evaluation and Monitoring Site visits will determine the appropriations of each LEA's ARD procedures, hearing procedures, placement procedures, and IEP procedures. (Evaluation based upon outcome).

Objective: 6

All LEA Administrative and Supervisory staff will be able to identify and interpret Section 504 of the Vocational Rehabilitation Act, and its implications for modifications to school structure.

a. Strategies

1. Half day inservice workshop utilizing MSDE module on Section 504 within each county.
2. Dissemination of Section 504 and its regulations to all LEAs.
3. Regional meetings to share concerns and issues and exchange strategies for assuring compliance with Section 504.

b. Evaluation

Evaluation and Monitoring Site Visits will include an area dealing with LEA compliance with Section 504. (Evaluation based upon outcome.)

TRAINING AREA III
ASSESSMENT AND DELIVERY OF SERVICES FOR HANDICAPPED STUDENTS IN
REGULAR CLASSROOMS

A. GOAL

All regular class teachers including teachers of special subjects have skills in identifying the learning system, strengths, and weaknesses of their students and in programming accordingly. (Development and implementation of training will be coordinated with the Division of Instruction.)

B. PRIORITIES

1. Regular class teachers who receive minimal resource assistance.
2. Early recognition of learning problems.
3. A repertoire of alternative instructional strategies for regular class teachers.

C. OBJECTIVES

Objective: 1

Regular class teachers can list indicators of possible learning problems.

a. Strategies

1. Prepare film loops which present regular class children (at elementary and secondary level) who evidence notable behaviors such as squinting, abnormal movement patterns, prolonged inattention, atypical self-stimulation, etc. Use these in connection with discussion, use of checklists, data collection, etc.
2. Provide basic reading materials on symptoms of sensory, intellectual, and behavioral deficits.
3. Develop a format for teachers' use in identifying indicators of learning problems in a selected group of children.
4. Conduct training sessions which illustrate how academic records and test scores may be used for indications of learning styles, strengths, and weaknesses.

b. Evaluation

Teachers complete a written test on the above material with 90% accuracy.

Objective: 2

Regular class teachers can describe various learning (cognitive) styles and discuss how subject matter may be adapted in order to facilitate learning.

a. Strategies

1. Design modules which present cognitive styles and illustrate how children use them.
2. Prepare a series of one day workshops each of which focuses on specific subject matter and provides information on how instruction in that subject area can be adapted in terms of the child's learning style.
3. Disseminate information as to courses offered by IHEs which cover the content described in the objective.
4. Conduct a summer workshop for regular class teachers which addresses this objective.

b. Evaluation

Teachers provide written descriptions of four learning (cognitive) styles which include how information is obtained and manipulated, and how these styles are expressed in the classroom situations. At least 90% of specified criteria are met.

Objective: 3

Regular class teachers can explain at least two information processing models and discuss the implications of these for assessment.

a. Strategies

1. Develop a module on information processing which considers learning on the part of individuals from infancy to adolescence.
2. Prepare a workshop on assessment based on information processing which includes recommendations for programming.
3. Distribute information about articles, films, and instructional materials that deal with information processing.

b. Evaluation

Teachers describe two information processing models highlighting major elements for input, representation and output and relate each of these models to reception and expression of oral and of

written language and two content areas e.g., reading physical education. At least 90% of specified criteria are met.

Objective: 4

Regular class teachers can explain the distinction between sensory deficits and processing deficits.

a. Strategies

1. Develop modules which explain sensory and central or processing deficits and illustrate learning behaviors which are typically associated with each.
2. Present workshops involving the expertise of an ophthalmologist and an audiologist which address assessment of sensory deficits in children.
3. Identify LEA staff who effectively deal with differential diagnosis, such as speech pathologists, vision consultants, diagnostic and prescriptive teachers, etc. Assist these individuals in disseminating their expertise in the system and in the region as appropriate.

b. Evaluation

Given a description of a specific child's learning and behavioral patterns, the teacher can describe the difference between a sensory impairment and an intellectual impairment as an explanation for these patterns.

Objective: 5

Regular class teachers can utilize informal assessment procedures to identify learning styles, strengths, and weaknesses of students including taking of baselines.

a. Strategies

1. Conduct workshops which include practicum where the content of this objective is of primary emphasis. (Review the proposal for the Division of Special Education workshop at Great Oaks.)
2. Disseminate information on courses currently offered which are designed around this objective.
3. Establish a course in each region, as needed, which provides instruction necessary for meeting this objective.
4. Utilize materials from the Special Needs (ITV) Project as needed.

b. Evaluation

Teachers demonstrate in the classroom situation the use of informal procedures for assessing the child's response to commands presented in gestures, and to requests to dealing with motor sequences, problems involving spatial relations, etc. Teachers also demonstrate the ability to collect baseline data in order to refine knowledge about the child's learning processes. Evaluation is conducted by the workshop instructor. Follow-up assessment is provided by the local supervisor.

Objective: 6

Regular class teachers demonstrate knowledge about when and how to make referrals within their own school systems.

a. Strategies

1. Develop a module about the referral process.
2. Assist LEAs in providing inservice to regular class teachers about the referral procedures in the local system. Include strategies for communication with parents.
3. Develop a module which illustrates effective ways for teachers to express the reason for referral including modifications for the specific discipline which is to receive the referral.
4. Assist school systems in establishing policies for expediting referrals and for using outside agencies.

b. Evaluation

Principals and special education directors monitor the efficiency of teachers' use of the referral process and report no major difficulties.

Objective: 7

Regular class teachers can describe at least three types of communication problems and suggest appropriate instructional approaches.

a. Strategies

1. Prepare film loops which illustrate the following types of communication problems that occur among children in the regular classroom:
 - word finding problems
 - failure to grasp a series of directions

-confused presentation of ideas

-inability to pantomime simple gestures

-auditory memory performance that is significantly below age level

-atypical grammar errors

2. Indicate strategies for modification of these problems. Provide LEAs with information on commercial materials useful in developing communication skills. This may include provision of materials to the media specialist in the LEA, demonstrations on use of materials by MSDE program administrators or by the curriculum specialist in the Information Management Branch.
3. Set up workshops jointly with the Division of Instruction and/or with the Elementary Supervisor at the local level to provide training in communication skills in the regular classroom, physical education programs, etc.
4. Pursue with IHEs strategies for increased training of regular education teachers in the development of communication in elementary and secondary students.

b. Evaluation

Teachers prepare written or taped presentations on communication problems and instructional approaches. Assessment is based on validity of the problems described and on the effectiveness of the instructional approach in providing compensating skills, developing weak areas, maximizing opportunities for success, and generating some type of quantifiable outcome.

Objective: 8

Regular class teachers can relate specific language problems to instructional approaches to reading at the primary and intermediate levels.

a. Strategies

1. Develop a module on the relationship between language skills and reading which includes such concepts as auditory and visual imagery, auditory and visual sequencing, ability to symbolize, auditory comprehension as it relates to visual comprehension, auditory - visual integration.
2. Develop a series of workshops on this objective in cooperation with the Reading Department at the University of Maryland.

3. Disseminate information about courses currently offered in IHEs which address this objective.
4. Establish in cooperation with the Division of Instruction courses as needed in various regions of the State designed to incorporate training toward this objective.

b. Evaluation

Given a description of three types of language problems, the teacher can describe appropriate approaches to instruction in reading which meet criteria similar to those listed above under Objective 7.

Objective: 9

Given information on specific children, regular class teachers can describe ways of using grouping, physical arrangements, structures, and the assistance of other students to maximize performance in the children in question.

a. Strategies

1. Prepare modules appropriate to pre-school, elementary, and secondary levels which describe methods of grouping, differential assignments, self-monitoring, and arrangement of physical structure, for students with difficulties in attention, independent study, and social interaction skills.
2. Design modules for primary, elementary, and secondary programs for the adaptation of instruction for students with reading difficulties, communication deficits, fine motor impairments, and mild sensory handicaps. Include in these modules procedures for seeking and using assistance from resource teachers.
3. Provide observation of programs where adaptation strategies are used effectively.
4. Distribute information on IHE courses which provide this type of training.
5. Incorporate materials and training packages from the ITV series on children with special needs.
6. Utilize curricula and materials prepared by the Division of Instruction as needed.

b. Evaluation

Teachers respond to a written test with 90% accuracy as evaluated by

the instructor. Local supervisors evaluate application of skills in programs according to specified criteria.

Objective: 10

Regular classroom teachers demonstrate in classroom settings the use of individualized instructional approaches for children with learning problems.

a. Strategies

1. Use modules designed for Objective 9 as necessary.
2. Conduct workshops where supervised practicum is the primary emphasis.
3. Provide workshops for local supervisors and principals in assisting teachers in their own classrooms on individualizing instruction.
4. Disseminate information on new materials which are useful in individualizing instruction.
5. Assist LEA in conducting building level training programs for teachers and aides. These programs will address the programming needs of specific students and will provide training to teachers and aides simultaneously.

b. Evaluation

Teachers demonstrate 80% effectiveness based on supervisor's assessment according to a specified set of criteria, in adapting instruction and management approaches to include special students.

Objective: 11

Regular class teachers prepare and adapt materials as needed by students with learning difficulties.

a. Strategies

1. Prepare separate modules which address each of the following criteria or conditions:
 - auditory presentations to accompany printed materials
 - graphics to accompany printed directions
 - procedures for reducing length and complexity of written assignments in various content areas

- procedures for modification of the use of equipment such as paper cutters, power tools, appliances, etc.
 - the addition of self-monitoring elements to instructional materials
 - utilization of materials to heighten sensory experience and stimulate language
 - development of materials to assist students in retrieval of academic information, e.g., color charts, number systems, maps of the classroom, library, etc.
 - graphics which illustrate academic concepts, e.g., two and three dimensional representation of mathematic computations and formulae from science.
 - "Pert Chart" type displays which illustrate events in history, the process of borrowing money, the operation of the railroads, the harvesting of tobacco, etc.
2. Provide regional and/or statewide workshops for media specialists on adaptation of materials for special students. These workshops will address preparation of materials and utilization of existing materials such as SRA, Follett "Thinking and Living Series." (The Information Management Branch and the Division of Instruction will supply technical assistance to this project.)
 3. Utilize materials and packages from the Special Needs Project as appropriate.
 4. Disseminate information about courses offered by the IHEs which will facilitate the meeting of this objective.

b. Evaluation

Teachers demonstrate 80% effectiveness based on supervisor's assessment according to a specified set of criteria, in adapting instruction and management approaches to include special students.

Objective: 12

Teachers of special subjects such as art, music, physical education, industrial education, and home economics can adapt their subject matter and their classroom management to provide appropriate programming within regular classes for students with special needs.

a. Strategies

1. Prepare modules in each of the content areas listed for preschool, elementary, and secondary levels as appropriate which illustrate

ways in which content may be modified for students with specific difficulties. The modules will address language, motor, and sensory deficits.

2. Prepare modules for the same areas, levels, and populations which explain the use of grouping, physical arrangement, use of aides, and types of activities that may be used with children with special needs.
3. Refer to modules developed in Area VII (Methods for the Management of Behavior) and use of rewards.
4. Identify teachers of special subjects in local programs who have effectively adapted their programs to include children with special needs. Assist LEA staff in arranging for interested teachers to visit and/or participate in these programs.
5. Establish workshops in cooperation with the Division of Instruction which include demonstration and practicum in the respective subject matter areas for the inclusion of special students in the regular program.
6. Establish within the appropriate departments of IHEs training opportunities whereby teachers may learn methods of adaptation for the inclusion of special students.

b. Evaluation

Teachers demonstrate 80% effectiveness based on supervisor's assessment according to a specified set of criteria, in adapting instruction and management approaches to include special students.

TRAINING AREA IV
PROGRAMMING IN SECONDARY EDUCATION
(INCLUDING VOCATIONAL EDUCATION)
FOR HANDICAPPED STUDENTS IN
REGULAR & SPECIAL EDUCATION

A. GOAL

Handicapped students in secondary level programs receive appropriate services in settings which are least restrictive to them.

B. PRIORITIES

Programming for handicapped students in regular secondary schools. Comprehensive vocational education for handicapped students at all levels of ability.

C. OBJECTIVES

Objective: 1

Teachers in regular secondary education, including vocational educators, adapt their methodology and subject matter in order to accommodate the learning patterns of the mildly handicapped.

a. Strategies

1. Develop modules in each major content area such as science, math, and social studies which illustrates how these subjects may be modified for students with special needs. Include such techniques as: specific alternative content requirements for oral and/or product oriented performance as opposed to written reports; narrowing of the range of references; structuring of reading assignments through the use of questions; and strategic use of teams for the accomplishing of group assignments.
2. Develop modules dealing with adaptation in home economics, industrial arts, business education, and other vocational education subjects to accommodate students with special needs. Include techniques such as: graphic representation of instruction; recorded instructions; specific guidelines for organization of physical space; specific methods for following sequences, schedules, timeframes, presentation of finished products at the outset of instruction; and film loops on specific procedures.
3. Provide workshops for each subject matter area on learning styles. Address use of modalities, cognitive organization, use of imagery, memory capabilities. Illustrate how variation in these factors relate to performance and instructional approaches.

4. Identify expertise in LEAs and in colleges and universities relative to adaptation of instruction for handicapped students at the secondary level.
5. Utilize materials for the Special Needs Project as appropriate.
6. Observe secondary programs statewide to locate optimum instructional and organizational procedures.

Videotape classes in these settings.

7. In cooperation with LEAs and IHEs establish practicum arrangements in effective secondary programs for teachers at the pre-service and inservice levels.
8. Establish courses, where necessary, in IHEs in each region of the state relative to adaptation of instruction at the secondary level for handicapped students.
9. Conduct a summer workshop which includes this objective.
10. Pursue in cooperation with the Liaison Branch a system of communication with secondary level students and with the secondary education task force so that their input is represented in planning of programs and evaluation.

b. Evaluation

Teachers meet a specified set of criteria at the 85% level as assessed by their supervisor.

Objective: 2

Teachers in secondary education in regular and special education programs including vocational education programs demonstrate the ability to effectively manage the behavior of their students.

a. Strategies

1. Develop a module on the use of reinforcement with secondary level students.

Include various types of token economy systems.
2. Prepare a module on self-monitoring and measurement of behavior for secondary level students.
3. Utilize strategies from Area VII (Methods for Behavior Management).
4. Identify local programs where effective use of behavior management is used. Facilitate observation of these programs by staff from other programs.

5. Establish courses, where necessary, which address a variety of techniques for the management of student behavior at the secondary level.

6. Conduct a summer workshop which addresses this objective.

b. Evaluation

Teachers demonstrate effective management of behavior with 90% effectiveness according to a list of specified criteria as evaluated by their supervisors.

Objective: 3

Teachers in secondary education in regular special education, and vocational education demonstrate the ability to use measurement techniques in instructional areas where this is appropriate.

a. Strategies

1. Develop a module on the use of measurement related to specific vocational skills that are addressed in secondary special education programs.
2. Identify and videotape classrooms where measurement is utilized effectively for deceleration of unwanted behavior and for increase of performance.
3. Assure that courses offered in the IHEs which deal with methods for secondary special education include measurement techniques.

b. Evaluation

Teachers demonstrate appropriate use of measurement in monitoring behavior and measuring progress as evaluated by their supervisors.

Objective: 4

Secondary level special education teachers cooperate with vocational education personnel in developing curriculum that provides students with useful work and social skills.

a. Strategies

1. In cooperation with the Information Management Branch, review available secondary special education curriculum and disseminate information to local programs as needed.
2. Provide technical assistance to local programs in surveying community needs and developing training sequences which equip students for employment related to these needs.

3. Identify local programs which may provide expertise related to this objective. Provide funds for substitutes in order to implement exchange of information between programs.
4. Establish courses statewide which address secondary special education curriculum as a major component.
5. Provide technical assistance to LEA and residential center programs in the development of secondary special education programs.
6. Pursue the establishment in the RRC and direction centers, procedures for locating employment opportunities for handicapped adults. Modify curriculum to address jobs located.
7. Develop a module for teachers on sex education for the handicapped which addresses the needs of the retarded and the physically handicapped, and includes a variety of resources.
8. Utilize curriculum and materials developed by the Division of Instruction.
9. Assist LEAs and residential center staff in developing sex education programs. Standards set in the Code of Bylaws of the Maryland State Board of Education will be strictly followed. Encourage the involvement of parents and students in the planning.

b. Evaluation

Curricula are available in each LEA which address functional work skills and personal social skills for secondary level handicapped students as evaluated by LEA directors and/or regional administrators.

Objective: 5

School policies and their implementation reflect a provision instruction and an organization of all activities based on individual needs and choices only.

a. Strategies

1. Provide technical assistance to LEAs in designing methods for the effective integration of handicapped students into regular programs. Include factors in architectural design and group management.
2. Provide inservice programs for secondary level faculties relative to accommodation of handicapped students in regular programs. Address techniques for providing directions through a variety of methods, safety precautions related to physically handicapped students, and procedures for encouraging students to assist one another.

3. Identify programs statewide where handicapped students are effectively integrated into regular programs. Facilitate dissemination about and observation of these programs to other school systems through stipends, substitute funds, videotaping, etc.

b. Evaluation

Local education agencies implement policies at the secondary level which accelerate the integration of handicapped students.

Objective: 6

Resource assistance is available to secondary education teachers in regular and special education for assessment, modification of instruction, classroom organization, management of behavior, and acquisition of materials.

a. Strategies

1. Provide technical assistance to LEAs in identifying staff to provide direction to regular class secondary level teachers in working with handicapped students.
2. Assist LEAs in the submission of application for federal funds to pursue to development of resource programs at the secondary level.
3. Cooperate with a selected IHE in developing competencies and training experiences for resource teachers at the secondary level.
4. Provide inservice workshops for secondary resource teachers on instructional approaches methods of follow-up.
5. Utilize recommendations from the secondary education task force as appropriate.
6. Include training for resource teachers in a summer workshop related to programming for secondary level handicapped students.
7. Cooperate with selected IHE in developing competencies and training experience for vocational educators involved in educating handicapped students at the secondary level.

b. Evaluation

Resource help is available to secondary level teachers for integrating handicapped students as documented by regional administrators and LEA directors.

Objective: 7

Effective employment placement and follow-up procedures are established in all secondary programs which include handicapped students.

a. Strategies

1. Survey existing placement and follow-up programs for secondary students. Disseminate information on selected systems as needed.
2. Develop a module on placement and follow-up of handicapped students in secondary programs.
3. Provide technical assistance to LEAs in establishing placement and follow-up services in concert with other community agencies.

b. Evaluation

All LEAs provide employment placement and follow-up services for secondary level handicapped students as documented by LEA directors and/or regional administrators.

Objective: 8

Vocational programs which serve handicapped students reflect close coordination with community needs and demands relative to employee skills.

a. Strategies

1. Provide technical assistance to vocational programs in developing curricula for moderately retarded and physically handicapped students.
2. Develop modules which illustrate how the carpentry, brick masonry, printing, photography, welding, plumbing, cosmetology, auto mechanics trades may be adapted for students with intellectual limitations and/or physical handicaps.
3. Develop a module relative to general employment skills such as interviewing, filling out forms, compliance with direction, etc.
4. Assist LEAs and residential centers identifying community needs that may be met through the employment of handicapped students.
5. Conduct a summer workshop which addresses vocational training for handicapped students.

b. Evaluation

Vocational programs for mildly and moderately intellectually limited and physically handicapped students which are linked to actual community work needs are available in each LEA as documented by LEA directors and/or regional administrators.

Objective: 9

Model vocational programs are developed for the severely/multiply handicapped.

a. Strategies

1. In cooperation with the Information Management Branch, survey existing materials on vocational and occupational education for the severely handicapped, and disseminate selected materials as needed.
2. Develop modules on the types of skills that severely/multiply handicapped students may acquire. Acknowledge that in some cases the skills may be related to some degree of independent living but not to employment.
3. Assist LEAs in pursuing additional funding for model vocational programs for severely/multiply handicapped students.
4. Identify a strong vocational program in each region for the severely/multiply handicapped and provide technical and financial assistance to further its development.
5. Conduct a summer workshop on secondary programs which addresses this objective.

b. Evaluation

Model vocational programs for secondary level severely/multiply handicapped students are in place in each LEA as documented by regional administrators.

Objective: 10

Initiate the development of assessment procedures relative to the learning patterns and achievement of secondary level mildly handicapped students.

a. Strategies

1. Review current literature on assessment of learning styles and capabilities in students ten years of age and over. Acquire selected materials.

2. Develop a module on formal and informal assessment of junior high school and senior high school students.
3. Convene selected personnel from the Division of Instruction, LEAs, IHEs, and residential center programs to address the development of assessment strategies for handicapped students age 10 and up.
4. Cooperate with the Division of Instruction in developing assessment procedures for secondary students.
5. Utilize materials for the Special Needs Project as appropriate.

b. Evaluation

Assessment procedures for use with mildly handicapped secondary level students are in the process of being developed by April, 1978, as evaluated by the regional administrators.

Objective: 11

Teachers of Driver's Education classes can adapt their methodology and equipment to accommodate the physically handicapped.

a. Strategies

1. Develop training module for Driver's Education teachers which deals with physiological considerations and equipment modifications necessary for instructing the physically handicapped in Driver's Education.
2. Disseminate information from AAA regarding Resources for Physically Handicapped.

b. Evaluation

A "process" evaluation (possibly a checklist) which reflects that LEAs have automobiles available with appropriate modifications and that their instructors demonstrate skills in appropriate use of hand controls, etc. as evaluated by their supervisor and the MSDE Section 504 Coordinator.

TRAINING AREA V
STRATEGIES FOR TRANSPORTATION OF HANDICAPPED STUDENTS

A. GOAL

All children have access to safe and efficient transportation to educational programs.

B. PRIORITIES

1. Local and State level administrators' plans for transportation.
2. The effectiveness of drivers and aides in managing students in the transportation process. (Development and implementation of training will be coordinated with the Division of Transportation.)

C. OBJECTIVES

Objective: 1

Effective planning is evidenced by the following accomplishments:

- data on numbers of children to be transported is made available to administrators by the specified date
- transportation information is considered when placement decisions are made by ARD committees
- administrators arrange for necessary equipment, staff, insurance, and scheduling for serving handicapped students
- funding is provided
- local and State administrators of transportation can describe the major problems to be anticipated

a. Strategies

1. Arrange workshops conducted jointly by the Division of Special Education and the Division of Transportation for a local transportation staff. These workshops address the following:
 - methods for acquisition of data on numbers of children to be transported and the needs of these children
 - the utilization of transportation information - e.g. routes, schedules, distance, costs, grouping of students on busses in placement decisions

- alternative placement and transportation arrangements
- bus safety for exceptional students and a realistic view of risks involved
- appropriate equipment for special busses, for transporting students to and from busses
- the design of schools and buildings as it relates to transporting handicapped students
- insurance for special busses, driver liability, etc.
- funding procedures, limitations, etc.

2. Provide a course offered in at least **one community college** per region which provides indepth information on the above areas and includes student projects designed to solve actual transportation problems.
3. Develop a module on the factors of transportation which relate to placement explaining how such information may be used by ARD committees and transportation staff.
4. Prepare a module on facilities and equipment for transporting exceptional children.
5. Design a module on the cost of transportation and the factors that create it, e.g. insurance, salaries, bus mileage, and maintenance, the geography of the various counties, equipment costs, and safety regulations.
6. Pursue resources for the design and production of an ideal bus for handicapped students which has color coded seats, movable seats, seats of varying sizes, more and less restricted space, adaptations for visually and auditorially impaired students, controlled stimulation, necessary safety elements, different types of lifts and ramps, special provisions for convulsions, soiling, vomiting, etc.

b. Evaluation

As these are administrative functions, the evaluation process is merely an assessment of whether or not the activity was completed:

- data is in by the specified date
- transportation information is considered by ARD committees
- equipment, schedules, etc. are arranged

-funding is provided

-planning and implementation indicates that administrators anticipated major problems

Objective: 2

The decision not to transport a student due to health reasons is made rarely and only with sufficient documentation as judged by the ARD committees.

a. Strategies

1. Assist local programs in developing and disseminating criteria for exclusion from transportation based on medical factors, geographical factors, and local resources.
2. Include in training programs on ARD committees the issues relevant to the decision to exclude children from transportation.
3. Develop materials for parents on the process of transportation of handicapped students including precautions taken, need for parent cooperation, etc.

b. Evaluation

ARD committees report satisfaction relative to decisions to exclude students from transportation.

Objective: 3

Training programs are provided for transportation specialists, drivers, and bus aides as reported by regional administrators.

a. Strategies

1. Establish a system whereby local special education staff provide training for transportation specialists, drivers, and aides.
2. Conduct one day workshops around the state on transportation issues. (Some of these content areas are described below.)
3. Produce films on transportation vehicles, planning, routing and scheduling, child management, and on communication between drivers and teachers, and drivers and parents.

b. Evaluation

Regional administrators report the provision of appropriate training programs.

Objective: 4

Transportation specialists can describe the significant medical and behavioral difficulties found among exceptional children.

a. Strategies

1. Develop a series of modules as follows:

- behavior problems of children - address acting out behavior, escape techniques, destructive behavior, self-stimulation, anxiety, aggression, etc.
- handicapping conditions: convulsive disorders, sensory impairments, retardation, language disabilities, and physical handicaps.

2. Provide opportunities for transportation specialists to visit residential programs that are local to them.

Objective: 5

Transportation specialists act as resources to drivers and aides relative to management of students on the bus.

a. Strategies

1. Establish local or regional workshops which include verbal mastery of emergency procedures and the principles of behavior and demonstration of management techniques, on busses if possible.
2. Develop a module on the use of antecedents to control behavior on the bus.
3. Develop a module on the use of rewards for control of behavior on busses.
4. Assist local programs in developing and disseminating information about help for specific problems.
5. Prepare materials on strategies for communicating with parents to be used by drivers.

b. Evaluation

Local special education directors, drivers, and aides provide data as to the role of transportation specialists as resources.

Objective: 6

Bus drivers can explain the basics of the following impairments as they relate to the transporting of affected students: deafness, blindness, convulsive disorders, spatial disorientation, language disabilities, hyperactivity, acting out behavior, mental retardation, visual perception problems.

a. Strategies

1. Use or modify and use the modules developed for objective #4 (see Strategy 1, Objective #4).
2. Prepare printed materials on various handicapping conditions.
3. Assist local administrators in developing a confidential system whereby parents can communicate, when appropriate, information they wish bus drivers to have about their children.

b. Evaluation

Drivers and aides respond with 80% efficiency to a test on content area as described in the objective.

Objective: 7

Bus drivers and aides demonstrate the ability to manage students who: are disruptive, are destructive, are inattentive, have seizures, soil themselves, have language problems, or are uncooperative.

a. Strategies

1. Establish "after hours" inservice workshops for drivers and aides on management of behavior. Include demonstration of these procedures in actual situations.
2. Arrange for selected local staff to ride busses and demonstrate management techniques in situations identified by drivers and aides as problems.
3. Prepare video tapes on bus management.

b. Evaluation

The skill of drivers and aides is evaluated by the transportation specialist at the local level according to criteria developed mutually by those involved.

Objective: 8

Bus drivers and aides can explain the major principles of behavior and describe their application to transporting students.

a. Strategies

1. Provide "after hours" and inservice workshops as described above.
2. Prepare cartoons on the principles of behavior and various techniques for interacting effectively with children.
3. Develop a manual on management of handicapped children in the process of transportation.

b. Evaluation

Drivers and aides respond with 80% efficiency to a test on content area as described in the objective.

Objective: 9

Bus drivers and aides communicate useful information to parents, institution staff, and teachers with respect to transporting students.

a. Strategies

1. Prepare a module which identifies the need for effective exchange, and the types of information to be discussed, and which considers the need for confidentiality and avoiding the practice of conversing about a child's problems in his/her presence.
2. Conduct simulated conversations between drivers, aides, and parents, institution staff; between drivers, aides, teachers, and teacher aides.
3. Develop forms for use in record keeping for selected situations where convulsions, medication, tantrums, self-stimulation, and aggressive behaviors are being closely monitored.

b. Evaluation

Where appropriate, teachers and parents respond to a questionnaire relative to effectiveness of communication by transportation staff. Responses indicate a 75% level of effectiveness according to specified criteria.

TRAINING AREA VI
EFFECTIVE PROGRAMMING FOR SEVERELY/MULTIPLY HANDICAPPED STUDENTS

A. GOALS

Severely/multiply handicapped students receive programs which facilitate their learning and development.

B. PRIORITIES

Placement of students in the least restrictive environment. Provision of all necessary services. Target Populations (ranked in order of priority) LEA administrators, teachers, especially those in residential programs, transportation specialist.

C. OBJECTIVES

Objective: 1

Administrators (Assistant Superintendents of Instruction, Special Education Directors, Planners, Principals, etc.) demonstrate knowledge about the needs of the severely/multiply handicapped including appropriate building design, which provide maximum contact with normal peers, the significance of related services, and modifications that must be made in CHILD FIND, transportation, food services, pupil services, class size, etc. to meet the mandates of P.L. 94-142.

a. Strategies

1. Prepare a module which addresses the specific arrangements that must be made at the school building level in order to accommodate the population.
2. Arrange an inservice program conducted by the Division of Special Education for superintendents, assistant superintendents, and health officers on services needed by the severely/multiply handicapped.
3. In coordination with the Mental Retardation Administration, establish supervised visits to programs at Rosewood, Great Oaks, and Holly Center to provide local administrators with information on 24-hour programming for students in those centers.
4. Pursue with the IHEs, assurances that courses dealing with special education administration, administration of school personnel, and planning of facilities for the handicapped include the needs of the most seriously impaired.

b. Evaluation

1. Participants demonstrate cognitive mastery of the concepts addressed by completing a written test with 90% accuracy.
2. Programs around the State show evidence that administrators have knowledge of the identified issues - for example, in the design of new schools, in the hiring of staff, etc.

Objective: 2

Staff who work with the severely/multiply handicapped in public school programs, development centers, and residential programs coordinate and communicate about their efforts and follow the same general procedures for writing and implementing IEPs and reporting child performance.

a. Strategies

1. Training of community school staff, residential school staff, and developmental school staff is conducted jointly, where feasible, when programs for the severely/multiply handicapped are addressed.
2. Pursue the establishment of an agreement between the Department of Health and Mental Hygiene and Maryland State Department of Education relative to the joint development of planning procedures for education programs in LEAs and Department of Health and Mental Hygiene facilities, where populations are parallel.
3. Strategies from objectives listed below are made available to staff from all programs.

b. Evaluation

Regional administrators identify the implementation of similar procedures in LEA and Department of Health and Mental Hygiene facilities in education programs for the severely/multiply handicapped.

Objective: 3

Professionals who provide services such as occupational, physical, and speech therapy demonstrate the ability to:

- Apply their competencies to this specific population, the severely/multiply handicapped.
- Collect and report data on child performance.

-Manage student behavior.

-Instruct teachers, aides, and parents in techniques for applying their respective disciplines to classroom and home situations.

a. Strategies

1. Establish courses or content areas in existing physical therapy, occupational therapy, and speech therapy programs which specifically address the severely/multiply handicapped.
2. Establish extension courses statewide for occupational therapists, physical therapists, and speech therapists which address the needs of the severely/multiply handicapped population and methods for meeting those needs.
3. Disseminate information to occupational therapists, physical therapists, and speech therapists relative to coursework in behavior management, etc. that is available in the IHEs.
4. Provide funding jointly with LEAs and local health departments for therapists' participation in qualified training activities concerning this population.
5. Coordinate with Certification and Accreditation, Preventive Medicine, American Physical Therapy Association, American Occupational Therapy Association, and appropriate IHEs a system of advanced certification for OT's and PT's which includes specified coursework.
6. Use strategies developed in Objective 6 as appropriate.

b. Evaluation

Therapists perform according to a specified set of criteria at 90% efficiency as rated by supervisors from their own disciplines.

Objective: 4

Teachers of the severely and/or multiply handicapped demonstrate knowledge about the various handicapping conditions represented in this population.

a. Strategies

1. Develop modules on the nature of the rubella syndrome, cerebral palsy, convulsive disorder, Cornelia de Lange syndrome, Turner's syndrome, Hurler's syndrome, i-cell Disease, Spina Bifida, and other conditions which impact the educational programs of affected students.

2. Disseminate materials from the Deaf/Blind Project and other current research literature related to major handicapping conditions.
3. Plan with IHEs to assure that courses dealing with exceptionalities address those populations previously considered custodial.
4. Basic information on the severely and/or multiply handicapped will be included in summer workshops which address this population.

b. Evaluation

Teachers complete a written test with 90% accuracy.

Objective: 5

Teachers of the severely/multiply handicapped are effective in using a range of assessment strategies for program planning and evaluation of child performance.

a. Strategies

1. Develop modules on assessment of severely/multiply handicapped students including published instruments such as the TARC and the Pinpoint Scanning Devise, observational techniques, and evaluations conducted by physical therapists, occupational therapists, speech pathologists, audiologists, and ophthalmologists.
2. Utilize strategies from Area II (Preparation of regular class teachers to serve handicapped students) where appropriate.
3. Disseminate current literature relevant to assessment.
4. Use assessment information from the Deaf/Blind Project, and Project SAFE.
5. Disseminate information on existing courses in IHEs which include this objective.
6. Establish extension courses statewide that include this objective.
7. Identify local programs where competencies in management of students who are severely/multiply handicapped are demonstrated.
8. Identify individuals with expertise in local and residential programs and incorporate them into technical assistance systems.
9. Provide technical assistance to LEAs, developmental centers, and residential programs in devising programs related to this objective.

10. Conduct summer practica which include this objective.

b. Evaluation

Teachers perform with 85% effectiveness on a specified set of criteria as evaluated by their supervisors.

Objective: 6

a. Strategies

1. Prepare a module on curriculum design for the severely/multiply handicapped.
2. Conduct through the Regional Resource Center inservice programs on curriculum and materials for the severely/multiply handicapped population.
3. Disseminate information on and utilize training resources of the Deaf/Blind Project and Project SAFE as appropriate.
4. Establish extension courses statewide which include competencies on curriculum design for the severely/multiply handicapped population.
5. Disseminate selected current literature on curriculum design.
6. Provide funding for teachers to attend appropriate workshops on curriculum design.
7. Conduct summer practica which include curriculum design for the severely/multiply handicapped population.
8. Provide technical assistance to LEAs and residential programs in developing curricula.

b. Evaluation

Curriculum provided for severely/multiply handicapped students is child-centered and appropriate as judged by the supervisor and a third party evaluator.

Objective: 7

Teachers of severely/multiply handicapped students demonstrate effective use of behavior management techniques including task analysis, shaping, cueing, prompting, use of rewards, and management of antecedents.

a. Strategies

1. Develop modules which deal with specific behavior management techniques for instruction of the severely/profoundly retarded, deaf/blind, and other multiply handicapped students.
2. Disseminate information on existing courses in IHEs which address this objective.
3. Establish extension courses statewide that include this objective.
4. Identify local programs where competencies in management of students who are severely/multiply handicapped are demonstrated.
5. Identify individuals with expertise in local and residential programs and incorporate them into technical assistance systems.
6. Provide technical assistance to LEAs, developmental centers, and residential programs in devising programs related to this objective.
7. Conduct summer practica which include this objective.

b. Evaluation

1. Given sets of data, teachers graph it correctly and develop relevant conclusions as evaluated by their instructor.
2. Teachers perform with 85% effectiveness on a specified set of criteria as evaluated by their supervisors.

Objective: 8

Teachers of severely/multiply handicapped students demonstrate mastery of at least three procedures for data collection, the ability to graph the data collected, and the ability to interpret this information and make program modifications accordingly.

a. Strategies

1. Develop modules which provide instruction on frequency counts, trials-to-criterion percent, and rate data on behaviors typically exhibited by individuals in the severely/multiply handicapped population.
2. Utilize strategies developed in Area VII (Methods for Behavior Management).
3. Disseminate information on existing courses in IHEs which address this objective.
4. Establish extensive courses statewide that include this objective.
5. Identify local programs where competencies in management of students who are severely/multiply handicapped are demonstrated.

6. Identify individuals with expertise in local and residential programs and incorporate them into technical assistance systems.
7. Provide technical assistance to LEAs, developmental centers, and residential programs in devising programs related to this objective.
8. Conduct summer practica which include this objective.

b. Evaluation

1. Given sets of data, teachers graph it correctly, and develop relevant conclusions as evaluated by their instructor.
2. Teachers perform with 85% effectiveness on a specified set of criteria as evaluated by their supervisors.

Objective: 9

Teachers of severely/multiply handicapped students demonstrate effective use of techniques from occupational therapy and physical therapy relative to positioning, relaxation, sensory stimulation, scheduling, feeding, toileting, other self-care activities, and recreation.

a. Strategies

1. Where appropriate, assist LEAs in using the resources of the Health Department to provide training.
2. Arrange for inservice credit for programs where therapists systematically train teachers and aides.
3. Prepare video-tapes and graphics which illustrate appropriate positioning of students for various activities.
4. Assist LEAs and IHEs in establishing public school programs as practicum sites for occupational therapy and physical therapy trainees.
5. Disseminate information on existing courses in IHEs which include this objective.
6. Establish extension courses statewide that include this objective.
7. Identify local programs where competencies in management of students who are severely/multiply handicapped are demonstrated.
8. Identify individuals with expertise in local and residential programs, and incorporate them into technical assistance systems.

9. Provide technical assistance to LEAs, developmental centers, and residential programs in devising programs related to this objective.

10. Conduct summer practica which include this objective.

b. Evaluation

Teachers perform with 85% effectiveness on a specified set of criteria as evaluated by their supervisors.

Objective: 10

Teachers of severely/multiply handicapped students demonstrate skill in instructing children in systems of non-verbal communication.

a. Strategies

1. Develop modules on talking boards, total communication, gestures, and electronic means of communication.
2. Incorporate resources from the Deaf/Blind Project as appropriate.
3. Disseminate information on existing courses in IHEs which include this objective.
4. Establish extensive courses statewide that include this objective.
5. Identify local programs where competencies in management of students who are severely/multiply handicapped are demonstrated.
6. Identify individuals with expertise in local and residential programs and incorporate them into technical assistance systems.
7. Provide technical assistance to LEAs, developmental centers, and residential programs in devising programs related to this objective.
8. Conduct summer practica which include this objective.

b. Evaluation

Teachers perform with 85% effectiveness on a specified set of criteria as evaluated by their supervisors.

Objective: 11

Teachers of the severely/multiply handicapped demonstrate cognitive knowledge of the sequence of language development in children from birth and also demonstrate this knowledge in programming.

a. Strategies

1. Develop a module on language development as observed in infants who are determined to be deaf/blind and/or severely/profoundly retarded.
2. Develop a module on assessment of language in infant and pre-school age severely/multiply handicapped students.
3. Disseminate information on existing courses in IHEs which include this objective.
4. Establish extension courses statewide that include this objective.
5. Identify local programs where competencies in management of students who are severely/multiply handicapped are demonstrated.
6. Identify individuals with expertise in local and residential programs and incorporate them into technical assistance systems.
7. Provide technical assistance to LEAs, developmental centers, and residential programs in devising programs related to this objective.
8. Conduct summer practica which include this objective.

b. Evaluation

1. Teachers complete a written test on language development with 90% accuracy.
2. Teachers perform with 85% effectiveness on a specified set of criteria as evaluated by their supervisors.

Objective: 12

Teachers of severely/multiply handicapped students describe in writing techniques for instructing parents in teaching their children in areas such as: toileting, dressing, attention and response to verbal directions, and appropriate social behavior.

a. Strategies

1. Disseminate current literature on parent education.
2. Develop, in concert with the Liaison Branch, guidelines for parent education.
3. Disseminate information on existing courses in IHEs which include this objective.

4. Establish extension courses statewide that include this objective.
5. Identify individuals with expertise in local and residential programs and incorporate them into technical assistance systems.
6. Identify local programs where competencies in management of students who are severely/multiply handicapped are demonstrated.
7. Provide technical assistance to LEAs, developmental centers, and residential programs in devising programs related to this objective.
8. Conduct summer practica which include this objective.

b. Evaluation

Teachers perform with 85% effectiveness on a specified set of criteria as evaluated by their supervisors.

Objective: 13

Teachers demonstrate skill in the training and supervision of aides toward their effective functioning in the classroom and/or in the cottages.

a. Strategies

1. Develop a module on training and supervision of aides to work in programs for the severely/multiply handicapped.
2. Arrange a conference among CSPD staff, faculty from aide-training programs, appropriate union representatives, selected representatives from LEAs, and aides in community and residential programs, to study and develop guidelines relative to the role and function of aides.

b. Evaluation

1. Teachers meet 85% of specified criteria as judged by their supervisors and aides independently.
2. Data indicate progress on the part of students in programs conducted by aides.

Objective: 14

Teachers of the severely/multiply handicapped demonstrate the ability to modify the physical environment and to acquire or adapt equipment to facilitate instructional and recreational programs.

a. Strategies

1. Develop a module on adaptation of equipment for children with sensory, neurological and orthopedic impairments.
2. Assist LEAs in using resources within the system - e.g., shop programs, in helping teachers adapt equipment.
3. Draw upon resources of the RRCs in acquiring and adapting equipment.
4. Establish regional sites within LEAs for the demonstration of adaptation of equipment.
5. In cooperation with the Information Management Branch, disseminate information on previewing and ordering equipment. Loan equipment catalogs to all programs as needed.
6. Disseminate information on existing courses in IHEs which include this objective.
7. Establish extension courses statewide that include this objective.
8. Identify local programs where competencies in management of students in the severely/multiply handicapped are demonstrated.
9. Identify individuals with expertise in local and residential programs and incorporate them into technical assistance systems.
10. Provide technical assistance to LEAs, developmental centers, and residential programs in devising programs related to this objective.
11. Conduct summer practica which include this objective.

b. Evaluation

Teachers perform with 85% effectiveness on a specified set of criteria as evaluated by their supervisors.

Objective: 15

Aides in programs for the severely/multiply handicapped demonstrate the ability to manage student behavior, collect data, and prepare instructional materials under the direction of the teacher.

a. Strategies

1. Adapt modules from Objective 5 and Area VII (Behavior Management).

2. Conduct inservice workshops at the local and/or regional level on preparation of instructional materials.
3. Assist LEAs in drawing upon resources within the system for the instruction of aides and the preparation of materials, e.g., vocational programs, art departments, media specialists, etc.
4. Disseminate information on existing courses in IHEs which include this objective.
5. Establish extension courses statewide that include this objective.
6. Identify local programs where competencies in management of students who are severely/multiply handicapped are demonstrated.
7. Identify individuals with expertise in local and residential programs and incorporate them into technical assistance systems.
8. Provide technical assistance to LEAs, developmental centers, and residential programs in devising programs related to this objective.
9. Conduct summer practica which include this objective.

b. Evaluation

Aides meet at least 85% of a set of specified competencies as rated by the teacher and/or the principal.

Objective: 16

Teachers demonstrate their knowledge of the various conceptual models of emotional disturbance (i.e., Biophysical, Behavioral, Psychodynamic, Sociological, and Ecological) and their implications for education program planning.

a. Strategies

1. Identify and disseminate information addressing the above objective.
2. Identify and disseminate IHE courses which address the above objective.
3. Identify and incorporate expert persons within the State into the State's technical assistance system.
4. Assist LEAs in conducting inservice workshops which address the above objective.

5. Develop a module on the various conceptual modules and their implication for educational programming.

b. Evaluation

Participants successfully complete a written post test with 85% accuracy.

Objective: 17

Teachers demonstrate their knowledge of the elements of mileau therapy including the use of techniques such as structured class meetings, Life Space Interviewing, and Conflict Cycle Analysis.

a. Strategies

1. Identify persons with expertise within the state and include them in the State's technical assistance system.
2. Assist LEAs in drawing upon resources within the system.
3. Identify and disseminate information addressing the above objective.
4. Identify and disseminate information on IHE courses which address this objective.

b. Evaluation

Teachers perform with 85% accuracy on a specified set of criteria as evaluated by their supervisors.

Objective: 18

Administrators and supervisors demonstrate their knowledge of procedures and practices for the transition of severely/emotionally disturbed students from one level of service to another including the use, follow-up elements needed.

a. Strategies

1. Sponsor regional or statewide seminars or conference on the above objective.
2. Identify and disseminate information on successful procedures and practices dealing with the above objective.
3. Provide technical assistance to the LEA's planning and implementing procedures and practice.

4. Assist LEAs in drawing upon resources within the system.
5. Identify individuals with expertise in this area and incorporate them into the state's technical assistance system.

b. Evaluation

Programs within the State of Maryland show evidence in LEA plans of implementation of procedures and practices addressing the transition of severely/emotionally disturbed students.

Objective: 19

Administrators and supervisors demonstrate their knowledge of appropriate comprehensive services for the severely/emotionally disturbed student.

a. Strategies

1. Sponsor regional or statewide seminars or conference on strategies for implementing comprehensive programs.
2. Identify comprehensive programs within the state and provide for site visits.
3. Provide technical assistance to LEAs, state and nonpublic programs related to the above objective.
4. Assist LEAs in drawing upon resources within the system.
5. Identify individuals with expertise in local and residential programs and incorporate them into the state's technical assistance system.
6. Pursue with the IHEs the inclusion of this objective within courses in Educational Administration Programs.

b. Evaluation

1. Participants demonstrate cognitive mastery by completing a written test with at least 90% accuracy.
2. Programs within the state show evidence that administrators and supervisors have knowledge of comprehensive services by the design and implementations of such programs.

Objective: 20

Professionals from the various related disciplines demonstrate their ability to operate as a team member in interdisciplinary team meetings.

a. Strategies

1. Identify existing programs who have successfully implemented interdisciplinary team meetings and make provision for site visits.
2. Develop module to provide background on the legislative mandates which all related professionals must comply with in meeting the needs of handicapped students (i.e., Protection in Evaluation).
3. Develop module describing the interdisciplinary planning process complete with background on various roles, functions, and mandates as they relate to the severely/multiply handicapped population.

b. Evaluation

Services identified in childrens' IEPs demonstrate inter-disciplinary involvement as evaluated through Monitoring and Evaluation site visits.

Objective: 21

Special educators demonstrate the ability to specify appropriate annual objectives, short-term objectives and use of various methods to evaluate student progress.

a. Strategies

1. Adapt the IEP module for this specific population.
2. Provide technical assistance to LEAs and nonpublic programs in devising programs related to this objective.
3. Disseminate information on existing courses in the IHEs which address this objective.
4. Identify individuals with expertise in local and residential programs and incorporate them into the technical assistance systems.

b. Evaluation

1. Given data, teachers will identify student needs, write annual IEP goals and short-term objectives, and specify an appropriate method to evaluate student progress.
2. Pre-post test design 85% accuracy.

TRAINING AREA VII
METHODS FOR BEHAVIOR MANAGEMENT

A. GOAL

Professionals and paraprofessionals have the skills necessary for applying the principles of behavior management and in using measurement techniques.

B. PRIORITIES

1. Effective management of behavior by teachers.
2. Effective management of behavior by aides.
3. Data collection as part of daily classroom tasks.
4. Administrative support for specific management procedures and accountability through data collection.

C. OBJECTIVES

Objective: 1

Teachers outline, in writing, the basic principles of behavior.

a. Strategies

1. Develop a module on the principles of behavior which includes specific examples of application of principles in slides. Provide alternate slides depending on the program, e.g., use of behavior principles with (1) preschool children in the home, (2) math students in elementary school, and (3) students in feeding programs, etc.
2. Identify and disseminate information on courses now offered.
3. Produce a series of films - made in local programs - illustrating the appropriate use of the principles.

b. Evaluation

Teachers outline the principles of behavior with 90% accuracy.

Objective: 2

Given descriptions of management problems, teachers describe alternative methods of controlling behavior.

a. Strategies

1. Disseminate ITV lessons on surface management techniques as they relate to specific behavior problems.
2. Develop modules on the use of rewards for various age groups, (or classroom) including token economies, etc.
3. Identify programs in LEAs where effective use of behavior management is demonstrated. Arrange for structured observations by staff within the respective regions. Provide funds for substitutes if necessary.
4. Establish workshops with practicum experience in management of behavior.
5. Include behavior management strategies as appropriate in long-term summer workshops.
6. Disseminate information about related courses in IHEs.
7. Utilizing the IHEs, establish courses in Southern and Western Maryland, and on the Eastern Shore in Behavior Management.
8. "Disseminate ITV tele-lessons on behavior modification procedures statewide."

b. Evaluation

Teachers detail appropriate approaches to specific behavioral problems with 90% accuracy according to criteria devised by the instructor.

Objective: 3

Teachers demonstrate effective use of the principles of behavior in the classroom setting.

a. Strategies

1. Strategies above apply here.
2. Establish training programs for senior teachers, principals, and supervisors in application of management techniques which they will demonstrate for their teachers.

b. Evaluation

Teachers demonstrate the skill described in the objective with 85% effectiveness as assessed by principals or outside evaluator.

Objective: 4

Teachers describe techniques such as life space interviewing, crisis intervention, token economies, surface management procedures.

a. Strategies

1. Design a series of modules on each of the above procedures.
2. Provide local programs with written materials on the above skills by writers who are recognized authorities in the field.
3. Disseminate information as to IHE course offerings which include the procedures listed in the objective.

b. Evaluation

Teachers respond with 90% accuracy to a written test that measures performance of skills listed in the objective.

Objective: 5

Teachers demonstrate the effective use of the procedures listed in objective 4 in the classroom setting.

a. Strategies

1. Strategies listed above apply here.
2. Identify local programs where the techniques are being used effectively. Arrange for structured observation of such programs.
3. Provide training programs for senior teachers, principals, and supervisors so that they are able to demonstrate the specific management techniques for their teachers.
4. Arrange practice in behavior management at the Kennedy Institute, Rosewood, Maryland School for the Blind, in cooperation with IHE personnel.

b. Evaluation

Teachers demonstrate the skill described in the objective with 85% effectiveness as assessed by principals or outside evaluators.

Objective: 6

Paraprofessionals demonstrate knowledge about the following procedures: reinforcement, punishment, ignoring, extinction, timeout, shaping, cueing, prompting, and modeling.

a. Strategies

1. Develop short film loops on each of the procedures identified, including simple drawings which illustrate the techniques.
2. Conduct inservice workshop for paraprofessionals. Coordinate plans for these workshops with unions, where necessary. Schedule training at times feasible for participants, including second and third shift staff in residential programs. Provide financial incentives where appropriate, including "overtime funding."
3. Include training of paraprofessionals as a part of teacher training in behavior management.
4. Assure that colleges which prepare paraprofessionals for special education address this objective in their coursework.
5. Develop courses in each region of the State, as needed to train paraprofessionals in the Management of Behavior.
6. Acquire and distribute training materials from New Careers, De Anza Community College, and other centers nationwide where paraprofessional training is offered.

b. Evaluation

Participants complete a test on the procedures identified in this objective with 90% accuracy.

Objective: 7

Paraprofessionals demonstrate appropriate use of the procedures identified (reinforcement, punishment, ignoring, extinction, timeout, shaping, cueing, prompting, and modeling) in the programs to which they are assigned.

a. Strategies

1. Establish practicum opportunities for paraprofessionals which are aligned with the types of programs in which they currently work or intend to work. Include public school classes, private agency programs, and developmental and residential centers.
2. Provide assistance to LEA programs, and to developmental and residential center programs in arranging for onsite instruction of paraprofessionals in management techniques.
3. Identify programs where paraprofessionals demonstrate competency with behavior management procedures. Video-tape appropriate activities. Arrange for observation of these programs for staff from other programs.

b. Evaluation

Paraprofessionals utilize the procedure correctly 90% as evaluated by their supervisors.

Objective: 8

Teachers and paraprofessionals demonstrate their ability to do the following:

- specify a movement cycle
- interpret charts that present baseline frequency, percent, and trials-to-criterion data
- record a frequency count
- record trials-to-criterion data
- record baseline data
- graph data

a. Strategies

1. Develop a module on basic measurement procedures as listed in the objective. Relate these to the assessment component in the IEP.
2. Develop a module on deceleration targets. Identify specific behavior problems and relate them to methods of measurement.

3. Design a module on acceleration targets. Specify behaviors to be increased, such as attention, balance, vocalization, correct addition, compliance, etc. and relate these to measurement systems.
4. Make available to programs, as requested, selected materials from the SPH Project, "Secrets" (Survival Skills for the Severely/Profoundly Handicapped) and Haring and Whites' Mediapak.
5. Conduct inservice training sessions for teachers and aides on measurement techniques.
6. Include measurement in summer workshops dealing with instructional methodology.
7. Assure that training programs conducted by IHEs for paraprofessionals include measurement procedures.

b. Evaluation

Given sets of video-taped or live behaviors, participants record data in various forms according to prescribed procedures.

Objective: 9

Teachers demonstrate the ability to modify students' programs on the basis of performance data.

a. Strategies

1. Develop a module which illustrates data on specific behavior and highlights indicators in the data that suggest program modification.
2. Include an emphasis on data as a basis for program development and change in all training activities.
3. Assist programs in providing direct support to teachers in classrooms relative to the need for program modification and suggested alternatives.

b. Evaluation

Teachers modify students' programs when the data collected indicates a need for change as evaluated by their immediate supervisors.

Objective: 10

Administrators reinforce the consistent use of management techniques and data collection procedures with behaviors such as the following:

- requiring the use of these approaches
- indicating verbally their interest in specific management and data gathering procedures when they occur in the classroom
- commenting on student performance as indicated by the data
- making references to accountability ~~intems~~ of data
- directly reinforcing staff for the implementation of management and data collection procedures
- modelling these procedures themselves

a. Strategies

1. Provide local and/or regional seminars for administrators, including superintendents and building principals, on management and measurement procedures.
2. Utilize strategies from Area VIII (Program Evaluation) as appropriate.
3. Assure that IHEs which provide programs in administration and supervision include measurement procedures as an integral component of the training.
4. Develop a module on measurement for administrators which addresses the use of simple measurement techniques relative to administrative problems and general information regarding the use of data collection in the classroom.

b. Evaluation

Program Development and Assistance and Program Administration and Evaluation staff report that 60% of the administrators demonstrate at least three of the behaviors identified in the objective.

TRAINING AREA VIII
PROGRAM EVALUATION

A. GOAL

Efficient program evaluation procedures as required by Public Law 94-142 are in place in all special education settings.

B. PRIORITIES

1. Efficient implementation of the State's monitoring/evaluation system.
2. Provision of training in program evaluation to LEA directors and supervisors.
3. Refinement of evaluation models used in federally funded projects.
4. Accomplishment of adequate evaluation components in training activities as part of the Comprehensive System of Personnel Development.
5. Accomplishment of adequate evaluation components in inservice proposals submitted to Certification and Accreditation by the LEAs.
6. Efficient assessment of staff competencies for the purpose of identifying training needs.

C. OBJECTIVES

Objective: 1

LEA directors and supervisors of special education build the State's monitoring/evaluation system into annual program planning and development, and know how to utilize the results of M/E Site Visit Reports to upgrade the quality of services to handicapped children.

a. Strategies

1. Provide an inservice on the use of the State's monitoring/evaluation system at the State meeting of local directors.
2. Provide workshops on the use of the system on a regional basis.
3. Regional administrators provide one-on-one training to local directors and supervisors.

b. Evaluation

1. Regional administrators report that each LEA has effectively implemented the State's monitoring/evaluation system.
2. The implementation of the Comprehensive Plan for Special Education reflects program development needs as identified by the State's monitoring/evaluation system.
3. LEA Requests for Training match with areas of need as identified by M/E Site Visit Report.

Objective: 2

LEA directors and supervisors of special education build appropriate evaluation components into all programs.

a. Strategies

1. Provide inservice training on program evaluation at the State's meeting of local directors.
2. Conduct a workshop on program evaluation on a county-by-county basis designed for needs expressed by the LEA.
3. Provide technical assistance and consultation to LEA staff in the design and implementation of selected evaluation models.
4. Disseminate selected literature on program evaluation to all LEA directors and supervisors.

b. Evaluation

1. Regional administrators report that programs in each LEA have appropriate evaluation components that meet criteria specified under the State's monitoring/evaluation system.
2. Federal projects submitted to the State contain appropriate evaluation components as judged by the Federal Projects Branch.
3. Data collected via program evaluation components are used to effect change where indicated.

Objective: 3

Inservice training proposals and training activities included in the CSPD, have appropriate behavioral objectives, quantitative evaluation procedures, and performance criteria.

a. Strategies

1. Develop in cooperation with the Division of Certification and Accreditation an evaluation model and format for inservice evaluation and disseminate to LEA directors and supervisors.
2. Provide technical assistance to LEA staff through the regional administrators in the development and implementation of inservice evaluation components.
3. Results of the evaluation of training activities included in CSPD are reviewed by Regional Administrators and Program Development and Assistance Branch staff, and suggestions for refinements of future evaluation components made.

b. Evaluation

1. Evaluation components of inservice training proposals meet the criteria specified by the State.
2. Evaluation components of training activities included in CSPD meet the criteria specified by the State.

Objective: 4

LEA, development center, and residential program staff have procedures for assessing staff competencies useful in identifying training needs.

a. Strategies

1. Establish a set of competencies in all areas of the CSPD.
2. Develop a format and procedures for assessing competencies including a self-evaluation process for staff.
3. Provide agencies with a set of competencies and format and procedures for assessing them.
4. Provide technical assistance to LEAs in selecting and/or developing sets of competencies and in establishing procedures for assessing staff.
5. Conduct workshops on a regional basis for instructional and "related services" supervisors, relative to the use of competency assessment for the identification of training needs.

b. Evaluation

A set of competencies and efficient procedures for assessing staff competencies are in use by all program administrators for the identification of training needs as part of the CSPD.

TRAINING AREA IX
METHODS FOR THE DEVELOPMENT OF MOTOR SKILLS

A. GOALS

Appropriate physical education programs are available to all students who need modification of instruction in this subject.

B. PRIORITIES

1. Physical education for all handicapped students as mandated by 94-142.
2. Instructional techniques in physical education for non-ambulatory students.
3. A distinction between a child's need for adaptive physical education and physical therapy.

C. OBJECTIVES

Objective: 1

Physical education teachers and motor development specialists demonstrate competencies in managing the behavior of students with intellectual limitations, language disabilities, acting out problems, etc.

a. Strategies

1. Use strategies from Area I (Development and Implementation of IEP's) and VII (Behavior Management) as appropriate.
2. Develop a module on strategies for group management and use of rewards in physical education classes which include handicapped students.
3. Include demonstration of management techniques in inservice programs for physical education and motor development staff.
4. Assist local education agencies in designing and implementing programs which address this objective.

b. Evaluation

Physical education teachers and motor development specialists evidence effective use of behavior management techniques as rated by their supervisors and/or outside evaluators on a list of specified criteria.

Objective: 2

Physical education teachers and motor development specialists demonstrate knowledge about various handicapping conditions that have implications for the program and for instruction.

a. Strategies

Use strategies from Areas III (Assessment and delivery of services for handicapped students in regular classrooms) and VI (Effective programming for severely/multiply handicapped students).

b. Evaluation

Trainees respond to written test with 90% accuracy.

Objective: 3

Physical education teachers and motor development specialists demonstrate cognitive knowledge of normal motor development and the ability to assess types of deviations from normal that may be associated with mild, moderate, and severe handicapping conditions.

a. Strategies

1. Prepare a module on assessing the departures from normal motor development which occur among handicapped populations.
2. Review the literature on assessment of gross motor skills in handicapped students.
3. Establish a short-term project which develops an assessment instrument relative to gross motor and recreational skills among handicapped populations.
4. Conduct regional inservice workshops for physical education supervisors, teachers, and motor development specialists which address this objective and methodology for instruction.
5. Utilize expertise in IHE's, particularly Towson State College and the University of Maryland - College Park, in providing technical assistance to local school systems.

b. Evaluation

1. Trainees complete a written test on cognitive skills with 90% accuracy.
2. Physical education teachers and motor development specialists evidence skill in assessing handicapped children at 85% efficiency as rated on a specific set of competencies.

Objective: 4

Physical education teachers and motor development specialists demonstrate the ability to instruct handicapped students in appropriate gross motor and recreational activities.

a. Strategies

1. Prepare modules on gross motor activities and group games for mentally retarded students, students with sensory handicaps, and non-ambulatory students.
2. Prepare a module on communication strategies for handicapped students specifically for use in physical education activities, e.g., swimming, track and field, large group instruction.
3. In coordination with the Information Management Branch, disseminate information on unique equipment and games for handicapped students.
4. Disseminate information of physical education and recreation from the Deaf/Blind Project.
5. In cooperation with the LEAs and the Health Department, provide onsite technical assistance from a physical therapist to physical education teachers and motor development specialists.
6. Cooperate with physical education programs in the IHE's in developing training experiences (including practicum) with handicapped students for their trainees.
7. Identify programs in local schools where physical education has effectively addressed handicapped students. Provide opportunities for supervisors and teachers to observe these programs.
8. Fund selected staff to attend workshop on the Neuro-developmental technique.

9. Conduct inservice workshops at a regional level which demonstrate instructional techniques for handicapped students in physical education, motor development and recreational programs.

b. Evaluation

Trainees demonstrate mastery of the necessary skills at a level of 85% as rated on a specified set of competencies.

Objective: 5

Physical education teachers, motor development specialists, and the supervisors of both groups demonstrate the ability to determine when student's condition requires physical therapy consultation.

a. Strategies

1. Provide inservice workshops at the local and regional level conducted by a physical therapist directed toward the identification of motor problems and screening for those which require evaluation by the physical therapist.
2. Assist each LEA in developing and disseminating procedures for referral of students for physical therapy.
3. Include information on student's need for physical therapy in all training relative to ARD Committees, multidisciplinary services, and assessment.

b. Evaluation

LEA directors report appropriate referrals for physical therapy and occupational therapy.

Objective: 6

Physical education teachers and motor development specialists demonstrate the ability to use their content area for developing language and math skills in students with specific types of learning problems.

a. Strategies

1. Develop modules for preschool and elementary school teachers which illustrate the use of gross motor activities and games to teach spatial concepts such as size, distance, directionality, sequences in space, conservation, etc.

2. Develop modules for preschool and elementary teachers which illustrates the use of gross motor activities in developing language concepts such as inside of, after, around, and concepts related to instructions, rules, and procedures related to specific sports.
3. Identify local programs where academic concepts are incorporated into physical education classes and arrange for staff from other programs to observe them.

b. Evaluation

Participants meet criteria relative to incorporation of language and math concepts into their programs as assessed by their supervisors.

Objective: 7

Special Education teachers and related services staff demonstrate the ability to use OTs and PTs in their educational programs (as both evaluators and program developers).

a. Strategies

1. Develop statewide Related Services Seminar for LEA Directors of Special Education at which OT and PT describe the role and function which they provide to school systems.
2. Utilize PT to develop a training module which instructs teaching personnel about how and when to call for PT assistance.
3. Include information on students' needs for PT in all training relative to ARD Committees, multidisciplinary services and assessment.
4. Establish a series of one-day workshops for PTs to demonstrate which observable motor behaviors may be indicators of learning problems.

b. Evaluation

LEA Directors have OTs and PTs employed as part of their local school system and report appropriate referrals for assistance or provision of service.

Objective: 8

OTs and PTs utilized by school systems understand the following educational responsibilities: (1) Behavior management techniques; (2) measurement and evaluation procedures; (3) the functioning of ARD Committees; (4) how to write an IEP; and (5) how to function within the educational system.

a. Strategies

1. Develop an orientation training module (in conjunction with LEAs) to instruct OTs and PTs about operation of school system, appointment to and functioning of county ARD Committee, the county IEP process, etc.
2. Utilize modules from Training Area VII - Behavior Management, as appropriate.
3. Using a PT consultant, develop a training module to instruct PTs in appropriate utilization of and data collecting for evaluation procedures.
4. Continue with Regional Physical Education/Special Education Workshops under the direction of the Council of Physical Education Supervisors.
5. Using Regional Administrators, develop within each county, joint OT/PT/PE/SE Inservice Conferences to share and disseminate information.

b. Evaluation

1. LEA Directors of Special Education report employment of and successful utilization of OTs and PTs in their school systems.
2. OTs and PTs meet established criteria for maintenance of information records on children, as evaluation by their supervisors.

Objective: 9

Regular educators, special education staff and physical education teachers demonstrate the ability to instruct handicapped children in appropriate gross motor activities.

a. Strategies

1. Utilize strategies from Objective 4, above.

2. In conjunction with a motor development specialist and representatives from a specified LEA, develop and pilot a motor development curriculum which is applicable for use in the regular classroom, as well as in more highly specialized settings.

b. Evaluation

As a result of efforts in this area, a Model Motor Development Curriculum will have been developed, piloted, revised and made available for statewide distribution.

TRAINING AREA X
PARENT EDUCATION (TRAINING FOR PROFESSIONALS RELATIVE TO EDUCATING PARENTS)

A. GOAL

The development of programs to inform parents of the handicapped, of laws, resources, services and skills pertinent to the education of their children.

B. PRIORITIES

1. Provision of Parent Education/Awareness Programs
2. Parental familiarity with legislation, policy and procedures affecting the education of handicapped children.
3. Parental effectiveness as advocates for their children.
4. Parental skills in behavior management and skill development to enable their handicapped children to perform appropriately in a variety of settings.

C. OBJECTIVES

Objective: 1

Special Education Administrators will make information available to parents on P.L. 94-142.

a. Strategies

1. Preparation of informational/awareness packets and materials for parents addressing the following elements affecting the education of their handicapped children: due process/procedural safeguards, non-biased assessment, placement procedures, individual education programs, least restrictive environment, evaluation of child performance.
2. Preparation of guidelines for parent utility in IEP development.
3. Dissemination system in place for informing parents of P.L. 94-142 and its effects on education of handicapped children.
4. Preparation of video tape modules isolating specific aspects of P.L. 94-142 with discussion guide to answer parental concerns and facilitate communication.

5. Creation of simulations for parents on their role and function in placement decisions and IEP development.
6. Availability of commercially prepared slide/tape series for distribution and small group presentations focusing on the law and the role of the school and parents of the handicapped.
7. Individual mediated presentations for parents covering the following aspects of P.L. 94-142:
 - due process
 - procedural safeguards
 - nonbiased assessment
 - placement procedures
 - Individual Education Programs (IEP)
 - Least Restrictive Environment (LRE)
 - evaluation of child performance

b. Evaluation

Parents will express understanding of P.L. 94-142 on a simple self-evaluative instrument using a Leikert scale design.

Objective: 2

Special Education Administrators will inform parents of the multiplicity of services available within the school geared toward providing Free Appropriate Public Education for handicapped children.

a. Strategies

1. Operation of short seminars/presentations on services germane to a specific handicapped population. Such services include:
 - resource room
 - speech and language services
 - audiological services
 - psychological services

-occupational/physical therapy

-transportation

2. Development of media (transparencies, video tape, slide series) presentations delineating services available within a given school or county to facilitate the education of handicapped children.
3. Preparation of booklet/packet listing services available at county and/or individual building level for handicapped children.
4. Preparation of an annotated mini-directory delineating available resources for specific handicapped populations.
5. Inclusion of listing of "Resources for Parents" Section into Part Five of this manual.

b. Evaluation

Parents will demonstrate an understanding of available services and resources for handicapped children on a simple self-evaluative instrument using a Leikert scale design.

Objective: 3

To foster parental understanding of specific disability areas and their implications in the education of the handicapped.

a. Strategies

1. Preparation and dissemination of informational materials focusing on defining specific handicapping conditions.
2. Provision of seminars or group meetings for parents to serve as a forum for communication and understanding of their children's educational abilities and the effects their handicapping condition will place upon learning.
3. Assistance to parents in developing realistic expectations for their children in accordance with the area of disability.
4. Preparation of video tape segments showing children with various handicapping conditions adapting and functioning in an educational setting.

b. Evaluation

Parents will express an understanding of specific handicapping conditions affecting the education of handicapped children on a simple self-evaluative instrument using a Leikert scale design.

Objective: 4

To promote parents as resources and support for their children.

a. Strategies

1. Preparation of training materials for dissemination/or seminar presentations geared toward different disability areas demonstrating effective techniques appropriate to use with handicapped children needing learning and skill development.
2. Designing of video tape modules for varied disability areas allowing parents to "view and practice" techniques to be used at home with their children to promote academic readiness and support learning.
3. Development of booklets for dissemination to parents focusing on specific skills to be mastered in given handicapping areas which will facilitate academic and personal growth in their children.
4. Development of simulation modules emphasizing such techniques as successive approximation, modeling and shaping of behavior/skills.

b. Evaluation

1. Parents will express an understanding of skills useful to support learning in their handicapped children.
2. Parents will demonstrate effectiveness of techniques appropriate to facilitate skill development in their handicapped children through performance of these competencies.

Objective: 5

To promote parental effectiveness in managing the behavior of their children at home and in the community.

a. **Strategies**

1. Preparation of informational materials emphasizing:
 - positive reinforcement
 - consistency
 - successive approximation
 - planned ignoring
 - decoding
 - modeling and behavior shaping
2. Development of video tape simulations and role playing exercises for parents emphasizing mastery of those skills needed to promote the management of their child's behavior in accordance with handicapping conditions.
3. Presentation of information through workshops or seminars specific to the various disability areas which will promote within parents the confidence and ability needed for their children to demonstrate appropriate behaviors in a variety of settings.

b. **Evaluation**

1. Parents will express an understanding of behavior management techniques on a simple self-evaluative instrument using a Leikert scale design.
2. Parents will demonstrate proficiency in behavior management techniques according to determined levels of competency.

TRAINING AREA XI
METHODS FOR THE DEVELOPMENT OF
LANGUAGE/COMMUNICATIONS SKILLS

A. GOAL

Appropriate language/communications programs are available to all students who need modification of or additional instruction in this area.

B. PRIORITIES

1. Provision of appropriate language or communication instruction for all handicapped students who need it.
2. Alternate communications programs and techniques for non-verbal students.
3. A distinction between a child's need for speech therapy and language remediation.

C. OBJECTIVES

Objective: 1

All Regular and Special Educators understand the normal sequence of language development.

a. Strategies

1. Develop a set of modules on each of the following:
 - a. Normal language development in the infant and preschool child.
 - b. Development of the "sound system" (phonology).
 - c. Development of Semantics.
 - d. Development of Vocabulary.
 - e. Development of Syntax.
2. Develop a set of modules which illustrates specific procedures for stimulating language development, including attending, imitation of sounds, pairing of sounds and gestures, establishing auditory sequences, increasing auditory memory, use of labelling, etc.
3. Cooperate with selected IHEs to arrange joint programming between Departments of Special Education and Speech in offering courses for educators in the development of language.

b. Evaluation

Teachers complete a written test with 90% accuracy.

Objective: 2

All Regular and Special Educators understand types of deviation from normal language development and their implications in the classroom.

a. Strategies

1. Prepare a selected bibliography of appropriate readings which identifies language disabilities and their effects upon classroom performance.
2. Establish workshops which address specific types of language dysfunction and remediation procedures.
3. Identify courses at selected IHEs which address this objective.
4. Develop a series of instructional videotapes which illustrate remedial programming for varying types of language dysfunctions.

b. Evaluation

Teachers respond to a written test with 90% accuracy.

Objective: 3

All Regular and Special Educators can discuss and appropriately utilize various commercially produced language development progs. as part of the ongoing curriculum.

a. Strategies

1. Design modules which relate instructional approaches and major commercial systems to students with specific language problems. Include GOAL, MWM, Goldman-Fristoe-Woodcock, Peabody, and other major language series.
2. Arrange for representatives from companies who produce instructional materials to demonstrate their product(s).
3. Disseminate an annotated bibliography of most frequently utilized language development progs., including who produces them and at what cost.

b. Evaluation

A process evaluation by Regional Administrators (a checklist?) which indicates that a randomly selected group of teachers are purchasing and utilizing language development materials in their classrooms.

Objective: 4

Regular and Special Education teachers who work with the mildly handicapped, can describe and implement five approaches to language development useful in their particular setting, and apply them appropriate to instruction in various subject matter areas (math, reading, geography, science, etc.).

a. Strategies

1. Utilize strategies from Objective 1 above.
2. Fund teachers to attend workshops in other areas where effective training is being conducted.
3. Establish workshops which address specific methods for developing language and include a practicum component.

b. Evaluation

Supervisors rate teachers as meeting the objective with 85% accuracy according to specified criteria.

Objective: 5

Special Education teachers who work with non-verbal students can describe and implement alternative communications systems appropriate for non-verbal students.

a. Strategies

1. Fund teachers to attend workshops in other locals where effective training is being conducted (i.e. NDT).
2. Develop a training module on the development and effective utilization of the communication board.
3. Develop a videotape series on basic manual communications.
4. Establish workshops which address specific alternative communications strategies with an intensive practicum component.

5. Identify individuals with expertise in local and residential programs and incorporate them into technical assistance systems.
6. Provide Technical Assistance to LEAs, residential progs. in devising progs. related to this objective.
7. Include this objective as part of a Summer Practicum Institute.
8. Utilize strategies from Area VI: Objective 10.

b. Evaluation

Teachers perform with 85% effectiveness on a specified set of criteria, as evaluated by their supervisors.

Objective: 6

Special Educators can describe and implement communication strategies appropriate for the S/PH.

a. Strategies

1. Disseminate information on existing courses in IHEs which include this objective.
2. Establish regional courses throughout the state which include this objective.
3. Identify local progs. where competency in this area is demonstrated and arrange for mini-lab instruction at those sites.
4. Include strategies from Objective 5 above.

b. Evaluation

1. Teachers complete a written test on communication strategies with the S/PH with 90% accuracy.
2. Teachers perform with 85% effectiveness on a specified set of criteria as evaluated by their supervisors.

Objective: 7

Regular and Special Education can differentiate between speakers of non-standard English, language disordered children, and children with speech pathology problems.

a. Strategies

1. Develop a series of media training modules which address the objective.
2. Utilize strategies from Objective 2 above.
3. Develop a series of inservice workshops which are implemented by speech pathologists and language consultants.
4. Establish courses through a selected IHE which address this objective as a part of their coursework.

b. Evaluation

Participants respond to a written test on differentiation between 3 areas above with 95% accuracy.

Objective: 8

Special Education teachers can administer and interpret standardized and informal assessment techniques to evaluate language abilities and disabilities.

a. Strategies

1. Develop a series of modules on assessment of language utilizing both standardized instruments and informal language sampling data.
2. Disseminate information as to courses offered by IHEs which cover the content described by this objective.
3. Prepare a workshop on the utilization of assessment data which includes recommendations for programming.

b. Evaluation

Given formal and informal assessment data on a child, teachers can develop a language profile and recommend appropriate teaching strategies as evaluated by speech and language supervisor.

SECTION FIVE

RESOURCES

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RESOURCES

Training resources are presented in this section under the following headings:

- A. Institutions of Higher Education
- B. Training Projects
- C. Demonstration Projects
- D. Materials and Equipment

Assessment and Instructional Materials

Bibliographies

Equipment

- E. Scheduled Training Activities

Each of these sections will be expanded as information programs about projects and materials becomes available. Additional pages will be mailed to each local special education director.

A. Institutions of Higher Education

1. Bowie State College Graduate Program offers three Special Education areas of concentration: Early Childhood Handicapped, Mental Retardation, and Emotional Disturbance.

The Early Childhood Handicapped area focuses on preschool, mildly to moderately mentally handicapped children as well as children of preschool age with sensory, physical, neurological, and health handicaps at all levels of severity. The purpose is to prepare teachers of preschool children to work in a variety of normal, special, and integrated settings.

The Mental Retardation area focuses on mildly to moderately mentally handicapped children at the elementary and secondary levels. The purpose is to prepare teachers to work with these children in a variety of special and mainstreaming settings.

The Emotional Disturbance area focuses on mildly to moderately emotionally handicapped children at the elementary and secondary levels. The purpose is to prepare teachers to work with these children in a variety of special and mainstreaming settings.

2. Catonsville Community College offers a program for paraprofessionals working with the physically and mentally handicapped on a credit-free basis. The courses are designed for skill upgrading and the development of new competencies for aide-level personnel, as well as special seminars for parents and volunteers involved with the handicapped. Also, a new, cooperative vocational program is being initiated to provide Life Management Skills for developmentally-disabled adults through a competency-based curriculum.
3. Community College of Baltimore offers the first Associate Arts curriculum program for "Special Education Assistants in Communicative Disabilities." A limited number of students are selected in order that each may receive individualized instruction. The trainees learn to recognize exceptionalities for proper referral, develop activities for planned lessons, and execute recommended instructional activities. A student entering the program may also select a certificate level (one year) 30 credit program. Both certificate and Associate Arts programs include academic and practicum components.
4. Coppin State College has three major programs in special education. These are undergraduate, masters degree, and in-service training at both undergraduate and graduate levels. The focus of training is toward the preparation of diagnostic-prescriptive teachers, with certification in the areas of Mental Retardation and Emotional Disturbance. Additionally, the master's level program is directed toward diagnostic-prescriptive teaching of children with learning disorders.
5. Dundalk Community College conducts a training program to develop individuals as instructional aides in special education within the framework of a two-year community college offering. Upon completion of the program, full and part-time students have a transfer option to become special education teachers in the Coppin State College four-year program, offered at Dundalk.

6. Frostburg State College has an interdisciplinary program run jointly by the Department of Education and Psychology. The undergraduate students major in early childhood or elementary education with a twenty-four credit hour concentration in special education. The graduate program is designed to enable special education teachers to advance in their field, to enable regular classroom teachers to work toward certification in special education, and to provide elective coursework to students in other segments of the graduate program.
7. Hood College conducts a certified undergraduate program to train teachers in a non-categorical approach to special education. The college is intending, however, to move in the direction of programs which offer majors in the areas of mental retardation, learning disabilities, and emotional disturbance. Additionally, there is currently a graduate concentration in the area of Special Education.
8. Johns Hopkins University has initiated the interdisciplinary Masters in Education and the Interdivisional Education doctorate in the field of Human Communications and Its Disorders. Graduate students specialize in one of three areas: (1) the communicative sciences (language, hearing, speech), (2) reading, or (3) learning disabilities, with each of the remaining areas becoming the supportive fields for study. Additionally, in the doctoral program, supportive offerings include: perception and cognition, biological foundations, educational research and psychology of exceptional children and internship. Administered by the Evening College's Division of Education, the Education Doctorate involves the School of Medicine, the School of Hygiene and Public Health, the John F. Kennedy Institute and the Faculty of Arts and Sciences in the Interdivisional Advisory Committee. Additionally, the Johns Hopkins University has initiated a Masters level program to train teachers to work with the severely and profoundly handicapped. Training includes methods courses and practicum experience.
9. The John F. Kennedy Institute (University Affiliated Institute) is a university affiliated program with Johns Hopkins University and Coppin State College in mental retardation. It is a multi-disciplinary institute which trains personnel in special education and at the same time provides exposure to such disciplines as Hearing and Speech, Pediatrics, Therapies and Psychology, and others. A major effort is the provision of dissemination of concepts in special education to non-special educators.
10. Loyola College has an undergraduate and master's degree program provided by the Department of Speech Pathology and Audiology. Students are trained to become speech, language, and hearing clinicians. The college also offers an accredited, graduate level, Master's of Education program to train teachers in the areas of mental retardation, specific learning disabilities, or emotional disturbance. Students may also pursue Certification of Advanced Study in special education.
11. Salisbury State College offers course sequences leading to certification in either mental retardation or learning disabilities, as well as a Master's level concentration in both areas.

12. Towson State University has a training program in speech and hearing as part of the Department of Speech. Both bachelor's and master's degrees are offered. The bachelor's program is pre-professional. Master's degrees are offered in speech pathology and audiology.
13. University of Maryland, Baltimore County enables undergraduate students to prepare for teaching in special education through a cooperative relationship for the past several years utilizing Coppin State College training facilities. The Psychology Department of the University also offers limited coursework in exceptionality and learning disabilities.
14. University of Maryland, Department of Special Education, College Park Campus, is part of the Division of Community and Human Resources on the College Park Campus of the University. Training programs in special education are offered at the undergraduate, masters and doctoral levels. These programs are for those trained as teachers at the undergraduate level, and teachers, researchers, administrators, and other professional roles which require advanced degrees.
15. Western Maryland College provides a non-categorical graduate level program in Special Education and also has a graduate level program to prepare personnel to work with the deaf and hearing impaired.

TRAINING	I	II	III	IV	V	VI	VII	VIII	IX	X	
Institutions of Higher Education	IEPs Special Education	Legislation	Services Regular Classroom	Secondary Voc. Ed.	Transportation	Severely Multi-Handi.	Behavior Management	Program Evaluation	Motor	Parent Education	Language
Bowie State College (Dr. Florence Christopoulos)	(including Early Childhood Handi-capped)		(including Pre-Academic Skills)				(including Adler Psycho-logy)		Motor	Parent involvement and participation in policy and program development, including IEP's, Parenting skills, Parent-Teacher consultations	Language
Coppin State College (Dr. Peter Valleruzzi)	(including Classroom Organization, Informal Assessment, Writing IEPs)		(including Classroom Organization, Informal Assessment)						Adaptive Physical Education	Parent participation	
Dundalk Community College (Dr. Vince Chellani)	(as related to aides)					(including Self-Help Skills)	(including Behavior Modification)				
Frostburg State (Dr. Margaret Hamilton)	(including IEPs, Assessment (Formal and Informal), Characteristics of Exceptional Children)	Federal and State Legisla-tion	(including Disabled Reader, Character-istics of Exceptional Children)	(including Assessment (Formal and Informal))			(including Behavior Modification and Management, Dreikurs and Glasser)			Parent as aide	
Hood College (Dr. Carla Lyon)	(including Overview of Handicapping Conditions, Assessment)		(including Overview of Handicapping Conditions)				(including Behavior Modification, Emotional Overlay to L.D.)			Techniques for working with parents	Methods of Language Development
Johns Hopkins University (Dr. Larry Larsen)	IEPs in Special Education	Federal and State Legisla-tion				S/PH	Behavior Management	Program Evaluation	Motor	Parent Education	
Loyola College (Dr. Lucy Kotarides)	(As per the follow-ing categories: ED, LD, MR; *Assess-ment)	*Federal and State Legisla-tion		Secondary Voc. Ed.*			(including Behavior Modification group dynamics)			*Parent counseling	
Salisbury State (Dr. Eva Anderson)	(including Assess-ment (Formal and Informal), Early Identification, IEP Development)	Federal and State Legisla-tion		(including Assessment (Formal and Informal))			(including Dreikurs, Glasser) Be-havior Modi-fication		(both Elementary and Secondary)	Parent counseling Parent information	
Towson State University (Dr. Marilyn Lewis)	(including Assess-ment; Early Child-hood/Elementary)		"Mainstreaming"		Transportation		Classroom - Management including Skinner, Dreikurs, Van Dusen, Walters, Glasser	Program Evaluation	Movement Therapy Neuro-Muscular Evaluation	Parent education Parenting	Speech and Hearing
University of Maryland College Park (Dr. Jean Hebelner)	(including Assessment (Formal and Informal) Curriculum Develop-ment, IEP Develop-ment)		(including Curricu-lum Development)	(including Curriculum Development, Career and Vocational)				Administrative Aspects of Programming	College of Physical Educa-tion and Recrea-tion		Speech and Hearing Services
Western Maryland College (Dr. Don Rabush)		Federal and State Legisla-tion	(including Reading Disabilities)				Behavior Management				Language Acquisition from low to non-verbal
*Indicates workshops or Inservice Programs.											

B. Training Projects

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Special Project: Teaching Students With Special Needs at the Secondary Level

The Maryland State Department of Education is operating an extension of the Special Needs Project to address instructional methods for teachers in secondary education programs. Based on the documented utilization of Special Needs for elementary educators to effectively and efficiently reach increased numbers of secondary educators, the approach to the development of this proposed training model would be again to use the State's instructional television (ITV) network as the vehicle for training.

Training would consist of sixteen one-half hour videotaped telelessons to be viewed either over open or closed-circuit, follow-up seminars, and printed materials. The ITV series would constitute the initial semester of training for the following reasons:

ITV provides commonality to the instructional experience.

The large population of educators in need of this training will be reached with speed and efficiency through the medium of ITV.

ITV's open-circuit broadcasting of the proposed series will promote community awareness of the special needs student at the secondary level.

ITV has a distribution plan through which its video-taped materials will be reproduced for nonbroadcast (closed-circuit) use or leased for broadcast (open-circuit) use by other states and agencies.

The major objectives of the project are as follows:

1. To provide secondary educators with sufficient information which will help them develop more positive attitudes toward the special needs student.
2. To demonstrate effective instructional techniques which will enhance educational opportunities and achievements for the special needs student.
3. To define certain generic competencies for secondary teachers which will assure greater instructional proficiency in working with all students, including the special needs student.

Project SAFE

This grant request is to continue the development, implementation and evaluation of a regional, interagency demonstration model which can be replicated for the early education of handicapped children age 0 to 5. Parent-oriented and child-centered, the model includes all handicapping conditions with emphasis on the low incidence areas, such as the severely and profoundly handicapped, the multiple-handicapped, the hearing impaired, and the visually impaired. The program model will provide options for placement in the least restrictive environment within the regular school (public or nonpublic), the special school, or the home, in a group and/or one-to-one basis. Public awareness, community outreach, strong parent counseling and education, child identification, educational assessment and management plan, diagnostic-prescriptive team approach, zero reject, full range and flexibility in program offerings, interagency staff support, peer modeling, consortium personnel training, and product and process evaluation are all components of the model.

Maryland Deaf/Blind Program

Background

According to the Bureau of Education for the Handicapped, a child is considered deaf/blind if he has both auditory and visual impairments, the combination of which causes such severe communication and other developmental and educational problems that he or she cannot properly be accommodated in special programs for the hearing impaired or for the visually handicapped. The child's hearing and visual impairments need not be total.

The Maryland Deaf/Blind Program, affiliated with the South Atlantic Regional Center for Services to Deaf/Blind Children, is funded under EHA, Title VI, Part C., P.L. 91-230 and administered by the Maryland State Department of Education, Division of Special Education. The Division supports the project in a complex of services to deaf/blind children and their families throughout the State.

Services Currently Provided

A number of services are provided through the Maryland Deaf/Blind Project. Educational service programs are designed on a residential and day school basis to provide a continuum of instructional programming commensurate with each child's developmental potential and learning ability. Diagnosis and Evaluation Services are provided on a regular basis by a team of specialists including an ophthalmologist, audiologist, pediatrician, speech and language pathologist, psychologist, social worker, physical therapist, and others as indicated. Family services through the program are conducted by a specialist in the area and provide for parent counseling and home training where indicated. Inservice training for parents and personnel engaged in services for deaf/blind children and other interested persons is provided on a continued basis. Other services include the preparation of materials designed to educate both professional and lay persons and the maintenance of a registry of all known deaf/blind children in Maryland, with constant updating of identifying, demographic, and service level data.

During 1976-1977 school year, the Maryland Deaf/Blind Program conducted a program of technical assistance, educational and diagnostic support services for children with hearing and vision impairments in combination. Sixty-seven deaf/blind children received full-time instructional programming in fourteen classes at five centers; The Maryland School for the Blind, The United Cerebral Palsy Center of Prince George's County, Great Oaks, Rosewood, and Holly Centers.

The program co-sponsored a workshop on "Hearing and Vision Problems of the SPH child" with Coppin State College, and offered a weekend seminar for parents on the topic of "Advocacy".

In cooperation with the Public Schools of the District of Columbia, a major training film entitled "Esther" was produced. The film, disseminated nationally, described a case study of an adolescent deaf/blind child and collaborated diagnosticians, teachers, and aides in the development of an educational plan for this child.

Future Direction

In fiscal year 1978, the Deaf/Blind Program will maintain existing services, and conduct a major survey throughout the state as part of its Child Find efforts. Dissemination of information on the program will be expanded to include radio and television service spots. Teacher training will focus on the severely and profoundly handicapped deaf/blind child in three training modules, and family services will target the needs of siblings and expand home counsel.

C. Demonstration Projects

Demonstration Projects

1. ESSO - English - Social Studies Opportunity Program, the Secondary Supplementary Education - Career Project, operating in seven Montgomery County schools blending remedial reading and special education into a secondary school program for individual instruction in an effort to affect positive self-concept.
2. Occupational Development for the Handicapped Program in Dorchester County provides vocational training and career development to handicapped students referred through guidance counselors at the secondary level. Purpose is to foster competitive employment practices among handicapped students after completion of vocational training.
3. Project T.A.P., in Frederick County, is a therapeutic educational program to aid emotionally handicapped adolescents in overcoming transient adjustment problems.
4. Demonstration Direct Service Centers Project, designed to coordinate and integrate services and resources necessary to meet needs of handicapped children in Maryland located in Frostburg (Western Maryland Demonstration Center), Upper Marlboro (Central Maryland Demonstration Center), and Cambridge (Eastern Shore Demonstration Center).
5. Demonstration Center for Severely-Profoundly Retarded Youth in Baltimore, Maryland which demonstrates the use of the principles of behavior, precision teaching, and psychomotor management, and assessed each child utilizing pinpoint scanning from University of Washington. Daily behavioral data taken and recorded and used to determine programs, and it has Family Counsellor/Home Trainer for possible child's return home on weekend/permanent basis.
6. Model Parent - Infant Programs for the Hearing Impaired, in six LEAs in Maryland - Baltimore City, Baltimore County, Dorchester County, Montgomery County, Prince George's County, and Talbot County.
7. Career Education Materials for the Learning Disabled, in Carroll County, which provides mentally handicapped and learning disabled secondary students special assistance in career education, through the establishment of mobile career information libraries in four county high schools.
8. Programs for Severely Handicapped Children and Youth with Auditory Impairments as One of Their Primary Handicapping Conditions, in the Baltimore City Public Schools, is a model program for delivery of services to severely multi-handicapped children ages 0 - 21. As of March 17, 1977, a total of 62 children in the Metropolitan Baltimore area have been identified as multi-handicapped, hearing impaired, and have received both direct and indirect services.

Service staff has received intensive in-service training, and has been responsible for curriculum development and implementation in the classroom. Additionally, parental involvement in classroom activities, and parent education has been a major part of the project. The multi-handicapped hearing impaired project represents a continuing effort

to provide least restrictive programming for all handicapped children.

9. Demonstration Project for Profoundly Retarded Students, implemented through the John F. Kennedy Institute (University Affiliated Institute) has as its primary goal the development of a classroom system for the profoundly retarded that can be replicated in the "average" public school using only "average" resources. Forty profoundly retarded students ranging in age from 6 - 21 will participate in four model classrooms to be developed during the first project year. One of the classes will be conducted at the Kennedy Institute, and the other three at Rosewood Center, a residential facility for the retarded. Program development emphasis will be placed on five critical issues, including (a) procedures for coordinating in-school and out-of-school activities; (b) delineating the roles and functions of each discipline in a transdisciplinary model in which professional services are delivered on an itinerant basis; (c) developing effective individualized program plans; (d) developing an efficient manual data system for classroom use; and (e) organizing, furnishing, and scheduling a total classroom environment. This will be accomplished with a staff that includes the project director, two associate directors, one coordinator, four teachers, four aides, and several project consultants. Two teachers and two aides will be added for the second year to begin two replication classrooms in a Baltimore County public school. All six classrooms will continue during the third year, when the entire project will be subject to a comprehensive third-party evaluation.
10. Demonstration Project for Profoundly Retarded - Orthopedically Handicapped Students, is designed to serve 20 mentally retarded, orthopedically handicapped students. The objective is to develop in them skills that will allow them to move into a less restrictive environment. It involves working initially with the school system which will ultimately serve the child and with the family, foster family, or group home staff with whom the child will be placed.
11. The Maryland Facilitator Project: On June 1, 1977, Maryland became a member of the National Diffusion Network, a mechanism established by the United States Office of Education to facilitate the dissemination of information about approved exemplary educational programs which have been developed through Titles I and III grant monies. Dr. Raymond H. Hartjen, project director, will visit with instructional personnel in each county to provide them with information regarding model programs which are available for replication. For further information, please contact Dr. Hartjen, P.O. Box 265, Port Tobacco, Maryland 20677.

D. Materials and Equipment

CSPD MATERIALS LIST

The CSPD Materials List has been designed for use by Local Directors of Special Education in the State of Maryland. The selections are representative materials of instruction, but do not represent an exhaustive list by any means. Items listed are not necessarily recommended by the Maryland State Department of Education; rather, their inclusion indicates that they are widely used or have potential usefulness for instructional programs. It is hoped that any item of interest will be evaluated by Local Education Agencies to meet the unique needs of specific children, teachers, and communities.

This listing of materials has two purposes:

Section A: to provide a secondary source of materials being used in special education instructional programs, and

Section B: to indicate selected resource materials that are included in the Division of Special Education, Information Management System, (IMS) resource collection. These materials are available on loan to Local Education Directors, through Regional Administrators.

It is intended that additions to this manual will be generated in order to increase its scope. This will result from a continuous process where periodic supplements are made available to interested users of the CSPD Manual. Prices have not been included due to frequent price changes and the availability of current publisher catalogs.

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Materials Lists

Language Materials

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Section B

IMS Holdings

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Testing Materials

TITLE	SOURCE	DESCRIPTION
ALPHABET MASTERY PROGRAM	Bell & Howell	These cards (for use with the language master) present names of letters for visual discrimination, left-right progression, and letter sequencing.
ALPHABET MOTOR ACTIVITIES	Developmental Learning Activities	This book and tape are designed to aid in visual and auditory recognition of the alphabet through gross and semi-fine motor movements.
ALPHABET SKILLS	Troll Associates	This set of 6 cassettes introduces the letters of the alphabet. Narrative lessons are reinforced with simple tunes to help stimulate recall.
ALPHABET RECOGNITION AND SEQUENCING	Stone's Southern School Supply Co.	This program provides practice in sequencing letters and in coordinating upper and lower case forms of letters. It consists of 54 cards for use with the Tutogram Teaching Unit, which reinforces a child when the correct response is made.
APPLE TREE	Dormac Publishing Co.	This language program presents a sequential method of teaching basic structures of the English language to the deaf or non-native speakers. It provides procedures for five fundamental steps of teaching: comprehension, manipulation, substitution, production, and transformations. Various teaching strategies are given to aid the teacher in meeting individual needs of pupils. Included are a teacher's manual, six workbooks, and a pre-post test booklet.
ARTICULATION THERAPY - UNIT I BUILDING BASIC ARTICULATION SKILLS	Bell & Howell	This therapist designed program is compatible with all of the major approaches to articulation therapy. The set consists of 1,002 language master cards, a teacher's manual and a progress plotter system.
AUDITORY DISCRIMINATION IN DEPTH	Teaching Resources	This product is designed to teach beginning students or below average students of any age, the basic auditory-perceptual skills they must have in order to read and spell correctly. The program takes 8-10 weeks and is complementary to a regular reading program.

TITLE	SOURCE	DESCRIPTION
AUDITORY PERCEPTION TRAINING	Developmental Learning Materials	APT is a program designed to present in a sequential manner, five areas of auditory perception. The five areas are: memory, motor, figure-ground, discrimination, and imagery.
BANNATYNE PSYCHOLINGUISTIC COLOR SYSTEM	Learning Systems Press	This is a reading, writing, spelling, and language program.
BEGINNING GRAMMAR	Encyclopedia Britannica	Grammar comes to life in this series of filmstrips through the use of clever animation.
BUILDING LANGUAGE USAGE POWER	Classroom Materials	
ALBUM 1		The young child is given practice in listening to, recognizing, and responding to the patterns of standard English language usage.
ALBUM 2		The child is encouraged to recognize and reproduce plural forms of nouns and tenses of verbs.
ALBUM 3		The child is trained to recognize verb changes.
CHILDREN'S SIGN LANGUAGE PLAYING CARDS	National Association of the Deaf	This deck of 52 playing cards illustrates common signs. It is designed to help children and adults learn signs by playing games such as Old Maid, Go Fish, and Concentration.
COMMUNICATION KIT #1	National Association of the Deaf	This kit contains various games, manipulatives and booklets for use with deaf or low functioning children. There are also children's sign language playing cards, stacking barrels, letter wood blocks, words to spell, and Raggedy Ann.

TITLE	SOURCE	DESCRIPTION
CONCEPT BUILDING	Developmental Learning Materials	This kit is designed to develop the student's skill and flexibility in classifying data. It contains a teacher's manual, matrix cards, matrix builders, plastic envelopes, activity books and missing picture books.
DEVELOPING FUNDAMENTAL LANGUAGE PATTERNS	Classroom Materials	In this series of carefully structured self-correcting records the young child is helped to develop communication skills.
EXPRESSIVE-RECEPTIVE SKILLS	Knowledge Aid	This complete program consists of four kits. Through exciting stories of famous explorers, special students are helped to speak, write, listen, and read.
FITZHUGH PLUS PROGRAM	Allied Education Council	This program was developed to provide classroom materials for children with learning disabilities. The nine workbooks incorporate an effective self-teaching process for individualized learning. The program should be used in conjunction with other materials and techniques.
FOKES SENTENCE BUILDER	Teaching Resources Corp.	This comprehensive language program aids children in developing speech and comprehension. It provides a systematic approach to sentence construction through the ordering of five grammatical categories. The kit contains five boxes of cards, sentence line, 45 sentence markers, 15 sentence inserts, one question-mark card, and teacher's guide.
FOLLOW THROUGH WITH SOUNDS	Knowledge Aid	This multimedia program consists of two segments, Indoor/Outdoor Sounds and Rhythm/Classroom Sounds. It helps students understand and perceive the relationships between sounds and their sources. Included are a teacher's guide, two transparencies, 15 study prints, and a cassette.

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TITLE	SOURCE	DESCRIPTION
FUN BOX: LETTER RECOGNITION GAME	Learning Resources	This game box contains letter shapes which are matched to corresponding self-correcting cutouts and colorful pictures. It is suitable for kindergarten and primary level children.
FUNCTIONAL SPEECH AND LANGUAGE TRAINING FOR THE SEVERELY HANDICAPPED: PARTS 1 & 2	H & H Enterprises, Inc.	These manuals use the concepts of reference, control, self-extended control, integration and reception as the basic organizational structure. The program was developed primarily for persons who lack language skills. A specially trained teacher is not necessary; however, the user must have an understanding of behavior management techniques. The program includes two manuals and two scoring and summary forms.
GOLDMAN-LYNCH SOUNDS AND SYMBOLS DEVELOPMENT KIT	American Guidance	This program, designed for children 4½-9, is a complete program of activities and materials designed to stimulate production of the speech sounds and recognition of their associated symbols. The program is based on the concept that an awareness of speech sounds can best be developed in children through a combination of visual and auditory stimulation.
HAYES SPECIAL EDUCATION READING AND LANGUAGE ARTS	Hayes	These duplicating masters are designed to meet the needs of the EMR child or slow learners. Grades 1-3, IQ Range 50-79, Ages 7-11.
HOW, WHAT, AND WHERE?	Childcraft	This kit contains 4 gameboards, each containing a question in the center, and 40 word picture cards with incomplete sentences. This game is suitable for primary and intermediate children.
INTERNATIONAL SIGNS AND SYMBOLS	Developmental Learning Materials	These signs and symbols are those which students are most likely to encounter in their daily routines. Fifteen cards are included, each measuring 7" x 7".

TITLE	SOURCE	DESCRIPTION
KINESTHETIC ALPHABET	R. H. Stone	The 26 capitals and 26 lower-case letters are 4" tall and made of wood.
LANGUAGE BUILDING CARDS: SERIAL SPEECH	Interstate	These include sets for teaching months, seasons, days, numbers, upper and lower case alphabet, time, etc.
LANGUAGE SKILLS: CATEGORIES	Teaching Resources	These two independent sets of picture cards develop the student's ability to categorize, classify, relate objects and/or ideas, and to think abstractly.
LANGUAGE SKILLS: PARTS OF SPEECH	Teaching Resources	Five different units of picture cards are organized around parts of speech and their use in the English language. Each unit covers one part of speech and concepts related to it.
LANGUAGE SKILLS - STEP-BY- STEP KIT A	Continental Press	This set of duplicating masters is designed to help pupils develop basic language skills. It is suitable for special education pupils working at levels between readiness and grade three.
LAWSON TRAINING KIT	Gary D. Lawson	This kit designed for TMR and Learning Disabilities includes materials on money, signature, survival words, and foods.
LEARN THE ALPHABET	Milton Bradley	This contains alphabet picture flash cards in both upper and lower manuscript form.
LEARNING CENTER ACTIVITIES	Learning Resources	This activities kit contains a variety of ideas in the areas of word recognition, reading comprehension, language, creative writing, science, social studies and art.

TITLE	SOURCE	DESCRIPTION
LETTERS OF THE ALPHABET, THE	Webster	This teaches the names and shapes of the letters, with secondary emphasis on colors, positions, and story comprehension.
LISTENING SKILLS PROGRAM, PRIMARY 1A	Science Research Associates	This is a series of recordings (cassettes) designed to develop and strengthen children's abilities. The primary program contains lessons that are leveled in terms of language usage and cognitive development.
MOTT BASIC LANGUAGE SKILLS PROGRAM	Allied Education Council	This program carefully systematizes the basic reading skills taught in grades 1-9. It provides basic reading instruction for remedial students without regard to age or grade.
THE MWM PROGRAM FOR DEVELOPING LANGUAGE ABILITIES	Educational Performance Associates, Inc.	This program is both a full-scale remediation and developmental teaching device for use with children whose language age ranges from 3-7. The kit consists of a teacher's guide, 6 teaching manuals: Reception, Association, Expression, Memory, Closure, Supplemental, 5 workbooks of each of the preceding titles, a sound blending record and 150 picture cards.
NON-SLIP (NON-SPEECH LANGUAGE INITIATION PROGRAM)	H & H Enterprises	This program provides a means by which severely limited nonverbal individuals can be taught a functional language. The kit includes a manual, plastic word symbols, sentence trays, instruction cards, picture cards, word cards, and data sheets.
PEABODY ARTICULATION DECKS	American Guidance Service	This set of 400 picture stimulus cards is useful for the remediation of the 18 most commonly mis-articulated consonant sounds. The cards are grouped into ten decks according to target sounds. A manual is included. It is appropriate for use with children and adults.

TITLE	SOURCE	DESCRIPTION
PEABODY LANGUAGE DEVELOPMENT KIT, LEVEL P	American Guidance Service	This kit is appropriate for slow and disadvantaged kindergarten children, school-aged trainable retardates, lower-primary educable mentally retarded children. The large number of materials in this level make extensive use of the tactile and visual modes of stimulation.
PEABODY LANGUAGE DEVELOPMENT KIT, LEVEL 1	American Guidance Service	This level is appropriate for slower and disadvantaged, first grade children, upper primary special class educable mentally retarded, intermediate trainable retarded children and average kindergarten children. It contains a balance of both oral language and intellectual stimulation. However, more auditory and visual stimuli are used with fewer tactile materials being provided.
134 PEABODY LANGUAGE DEVELOPMENT KIT, LEVEL 2	American Guidance Service	This level should be used with disadvantaged and slow learning second grade, intermediate special class educable retarded children, and trainable adolescents. An increased emphasis on stimulation of the intellect marks this level. Brain-storming, problem solving, and similar activities are sequenced in to stimulate divergent thinking.
PEABODY LANGUAGE DEVELOPMENT KIT, LEVEL 3	American Guidance Service	This kit is appropriate for slower and disadvantaged third grade children and educable mentally retarded pupils in upper intermediate special classes. In this level an even greater emphasis is placed on the stimulation of all facets of the intellect. Ideas and concepts, their formulation and manipulation, become the basis for many activities. Creativity is encouraged throughout the activities.
SEE-'N-SIGN	National Association of the Deaf	This set of 12 cartridges teaches manual communication through the use of a viewer. The set is accompanied by a hand-held, hand-operated personal viewer using available light and an electric console viewer, which may be viewed from the front screen or may be projected onto a wall for viewing.

TITLE	SOURCE	DESCRIPTION
SIGHTS AND SOUNDS KIT	McGraw-Hill	This series is designed for use with youngsters of the preprimary grades as well as culturally-deprived, hearing impaired, and brain damaged children. These sound filmstrips are constructed so that children learn to make accurate audio-visual discrimination and to identify sounds and sights even though they may be unfamiliar with them because of their geographic or economic conditions.
SWRL SPEECH ARTICULATION KITS	American Book Company	The SWRL Speech Articulation Kits consist of materials and procedures designed to correct articulation disorders of primary and elementary grade children. Included are the /s/ /l/ /r/ /th/ disorders.
THE TEACHING RESEARCH INITIAL EXPRESSIVE LANGUAGE PROGRAM	Teaching Research Publications	This program was developed to provide an oral expressive language program for handicapped children of any age.
TOK-BACK VOICE REFLECTOR	Tok-back	A simple ingeniously designed "speech mask" molded of lightweight plastic. It amplifies the voice by reflection with astonishing fidelity of detail. The voice is heard principally through the ears as others hear us -- rather than through bone conduction as we normally hear ourselves.
TONGUE THRUST THERAPY PROGRAM	Learning Concepts, Inc.	This is a complete criterion-referenced program designed to remediate tongue thrust in clients of all ages. The client must reach criterion at each level before proceeding to the next highest level. The program contains an initial client evaluation section, a three-phase therapy section, a re-check and carry-over section, and appendice for correcting problems associated with tongue thrusting.

TITLE	SOURCE	DESCRIPTION
USING THE DICTIONARY	Ben Covington	This program of dictionary skills consists of a teacher's manual, filmstrip, and cassettes. A variety of topics and related activities are included.
USING THE TELEPHONE BOOK	Ben Covington	This program consists of a teacher's manual, cassette, and filmstrip. Information found in the telephone book and the different ways to use the telephone book are emphasized.
WHAT GOES TOGETHER?	Learning Resources	These 12 mark on-wipe off activity cards are designed to develop concept formation and the ability to see relationships and to generalize. A box of marking sticks is included.

TITLE	SOURCE	DESCRIPTION
ARITHMETIC INDEPENDENCE: INTRODUCTION TO NUMERALS KIT	Learning Resources	This program is designed for pupils who are not readily acquiring the necessary basic arithmetic skills. The kit includes: 2 telors, (A device which uses teaching programs in cartridge form.) 6 visual cartridges, 1 relationships set, 21 duplication masters, a class record and chart, and a teacher's manual.
ARITHMETIC INDEPENDENCE: ORDERING AND ADDITION KIT	Learning Resources	This kit is useful with primary level students in mastering number facts. The kit contains 2 Telors, 6 visual cartridges, wooden computer and guide, 9 duplication masters, teacher's manual, a class record and a chart.
ARITHMETIC INDEPENDENCE: SUBTRACTION FACTS KIT	Learning Resources	This program is designed for pupils who are not readily acquiring the necessary basic arithmetic skills. The kit contains: 2 Telors, 10 visual cartridges, wooden computer set and guide, 5 duplication masters, class record and chart, and a teacher's manual.
ARITHMETIC INVOLVEMENT: ADDITION AND SUBTRACTION	Learning Resources	This series of visual cartridges is to be used with the Telor. The addition and subtraction series is aimed at first and second graders and up. The kit includes 10 visual cartridges, a manual, and activity masters.
BEGINNING MATH CONCEPTS LEARNING MODULE	Society for Visual Education	Through sound filmstrips and coordinated reinforcement materials, this module program explores cardinal numbers 0-10, joining and separating of sets, number sentences, addition and subtraction, base-ten numeration, geometric shapes, and fractional numbers.
DIGITOR	Learning Resources	This learning arithmetic module presents addition, subtraction, multiplication and division problems. A series of 10, 25, 50, or 100 problems may be selected. A teacher's manual is included.

TITLE	SOURCE	DESCRIPTION
GOAL PROGRAM: MATHEMATICAL CONCEPTS	Milton Bradley	This program is designed primarily for children ages 3-5. It consists of 137 lesson plans and coordinatin games and manipulative items.
HOURS, DAYS, AND MONTHS	Scott Education Division	This set of 14 transparencies and six manipulatives covers telling time, estimating time, the days of the week, the months and seasons of the year. A teacher' guide is included.
I CAN: ARITHMETIC PROGRAM	Bernie Straub Publ. Company	This program has been developed and organized into an instructional system with two basic kinds of materials: teacher materials and student materials. It is also a complete beginning series which moves from an assumption of no skills on the student's part through a series of 116 ordered skills.
INDIVIDUALIZED MATHEMATICS: DRILL AND PRACTICE KIT AA	Random House/Singer	A supplementary program designed to help individualiz the teaching of elementary mathematics. The kit provides daily materials for five different ability groups. It is arranged in twenty blocks - each block emphasizing a specific skill. (Grade 3)
IT'S ABOUT TIME	Edmark	This is a programmed instruction course to teach time telling from a standard clock face. Included in the program are 92 reusable spirit duplicating masters, a teacher's guide, record keeping sheets, display envelopes, and practice sheets.
MATH MADE EASY	Frank E. Richards	This workbook is designed for the educable mentally retarded and is a systematic approach for teaching addition and subtraction. Each page builds in sequences and reinforces the skills and fact retention of the previous page.
MATH READINESS BY DR. MAY	McGraw-Hill	This kit is designed to reinforce classroom activities, not to replace the activities in math readiness. It consists of a set of 12 tapes with pupil activity sheets.

TITLE	SOURCE	DESCRIPTION
MONEY GAME	Developmental Learning Materials	This game helps students learn the identification of coins and the relationship of these coins to amount of money.
MOVING UP IN MONEY	Developmental Learning Materials	This kit provides individualized practice and remediation in identifying U.S. coins and bills, counting sets and the equivalency of different money combinations. Students will learn to recognize and count money from pennies through five dollars. Markab study and activity cards are included, as well as spirit masters.
MOVING UP IN NUMBERS	Developmental Learning Materials	This program may be used for drill and/or remediation with slow learners. The lessons are sequentially presented and progress from counting and number sequencing, through addition and subtraction with 3-digit answers, to simple multiplication and division. Each of the seven units contains twenty laminated cards with approximately 10 problems.
MOVING UP IN TIME	Developmental Learning Materials	This kit is divided into two sections. The first is designed to develop awareness of the general occurrence of daily and special events, and also days, weeks, and months. The second section focuses on telling time by the clock. Included are 180 laminated cards, 25 record cards, and award certificates.
NUMBER FACTS MASTERY PROGRAM	Edmark	This program is designed for the student who has not yet mastered the number facts for the four basic areas of arithmetic. It is suitable for use with both elementary and secondary pupils.
NUMBER FACTS REVIEW	Visucom	The window game set of transparencies drills the basics of addition, subtraction, and multiplication utilizing dots, dominoes, figures and words.

TITLE	SOURCE	DESCRIPTION
PACEMAKER ARITHMETIC READINESS PROGRAM (A-B)	Fearon	This program is a two-year course in most primary level special education classes. Part A is designed to help educable mentally retarded children become visually, physically, and kinesthetically aware of basic shapes. Part B is designed to teach numbers through ten, including zero.
PROJECT MATH: LEVEL I	Educational Progress	This comprehensive developmental math program provides students with a wide range of directed experiences in six major strands: patterns, sets, numbers, fractions, geometry, and measurement. Appropriate for mental ages 4-6.
PROJECT MATH: LEVEL II	Educational Progress	This kit is a comprehensive developmental program for children with learning problems. It is designed for children with mental ages 6-8.
PROJECT MATH: LEVEL III	Educational Progress	This is a comprehensive developmental math program which has a grade level content of 2.5-4. Included are: instructional guide, learner and supplemental activities books, manipulatives, math concept inventory, progress records, story mats, object cards, and administrative materials.
STEP MANIPULATIVES	School Teachers Educational Products	This set of manipulative boards consists of a math board with numbers and sets of addition, subtraction, multiplication, division, and time and money strips, a language board, with capital and small letters, a multiplication board and tracing paper.
STRUCTURAL ARITHMETIC	Houghton Mifflin	Through experiences with manipulative devices, pupils visualize abstract number concepts in concrete terms, discover number relationships, and work out general principles which they can apply to all computation.

TITLE	SOURCE	DESCRIPTION
SULLIVAN MATH GAMES	Behavioral Research Laboratory	This kit contains a selection of 9 math games, manipulative devices, and enrichment materials to reinforce the basic skills taught in the Sullivan math program.
SULLIVAN'S PROGRAMMED MATH	McGraw-Hill	This is a structured series for remedial work in lower-track mathematics. Each book is divided into programmed lesson units for independent work which enables students to progress at their own rate. Also included are placement examinations and progress tests
TELLING TIME KIT	Encyclopedia Britannica	This program teaches pupils the necessary skills for telling time. It consists of four 15-minute lessons that utilize audio instruction and manipulative materials.
TIME	Continental Press	These duplicating masters introduce arithmetic learnings related to the telling of time.
LEVEL I		Included are time instruments, terms related to the clockface, concept of an hour, and the telling of time by the hour.
LEVEL II		These masters teach the terms used in telling time, the concept of the half-hour, and independent telling of time on the hour and the half-hour.
LEVEL III		This set of masters covers daily-life experiences and time, understanding of all terms used in telling time, and a variety of related activities.
TOUCH TO LEARN CLOCK	Lakeshore	The entire clock face is printed with a pleasant to touch beaded surface and has movable hands.
TRAINING FUN WITH NUMBERS	Mafex	This is a series of six workbooks on a very beginning level.

TITLE	SOURCE	DESCRIPTION
VISUAL APPROACH TO MATHEMATICS	Science Research	This is a complete transparency program for basal elementary mathematics instruction.
LEVEL I		This level includes the study of numbers 1-20, place value, addition table, telling time, etc.
LEVEL II		This level emphasizes place value, numbers 10 to 20, the operations of addition, subtraction, multiplication and division.
LEVEL III		In this level the study of the basic operation of whole numbers to include number properties is expanded.
WORK AND PLAY WITH NUMBERS	Eyegate	These filmstrips give the child the main number concepts in the initial study of arithmetic. The child sees, hears, reads, and talks numbers. Multiple sense appeal helps clarify all number concepts.

TITLE	SOURCE	DESCRIPTION
ACTION LIBRARY I	Scholastic Book Services	This series of paperbacks is designed for high school pupils and has a reading level of 2.0-2.4. Included are four copies each of the five titles, and a teacher's guide and ditto masters.
ACTION II	Scholastic Book Services	This program is written on a 2.5-2.9 reading level and is specifically designed to meet the interests of high school pupils. There are four copies each of five different titles, and a teaching guide with dittos.
AIMS: PRE-READING KIT	Continental Press	This kit consists of 30 learning folders, cards, an evaluation chart, and a teacher's manual. The learning folders and their cards are designed to develop skills in the areas of visual and auditory discrimination, classification, sequences and patterns, spatial perception, and the alphabet.
BALL-STICK-BIRD: A SCIENTIFIC SYSTEM OF TEACHING FOR THOSE WHO ARE READY OR NOT	Ball-Stick-Bird, Publ.	This system shows how each letter of the alphabet can be composed using three basic forms, a circle, a line, and an angle, called by the names of Ball, Stick, and a Bird.
BREAKTHROUGH! SERIES	Allyn and Bacon, Inc.	Breakthrough! consists of short paperback books containing a selection of modern stories, articles, biographies, and poetry. The selections are geared to the interests of junior and senior high students, with reading levels ranging from grades 1 through 6. Teacher's guides and reading skill activities duplicator masters are included.
CLUES TO READING - TRAY #1	Educational Progress Corporation	Designed for those students in grades five and up who have not mastered primary grade reading skills. These essential skills are taught within the context of exciting audio stories and in magazine style response booklets.

TITLE	SOURCE	DESCRIPTION
CLUES TO READING - TRAY #2	Educational Progress Corporation	Phonetic word analysis - long vowels, irregular vowel combinations, silent consonants, hard and soft <u>c</u> and <u>g</u> .
CLUES TO READING - TRAY #3	Educational Progress Corporation	Teaches structural word analysis - roots and affixes, plurals, possessives, verb-tense endings, comparatives, compound words, contractions, syllabication.
COMPREHENSION SKILLS LABORATORY KIT A	BFA Educational Media	This program is appropriate for primer level and grades 1 and 2. Included in the kit are: student prescription and progress record booklet, eight Circle Books, four Start-Out cards for teacher-directed lessons, cassette and lesson card for each skill category, practice story cards, progress check cards, answer booklet, teacher's manual, and class profile.
EDMARK READING PROGRAM	Edmark Associates	This program is designed specifically for the mentally retarded. It includes 227 lessons programmed to teach beginning reading.
HITS (HIGH INTEREST TEACHING SYSTEMS)	Educational Experiences	HITS presents a new literary program for students in upper elementary, junior high, high school, adult basic education, and special education.
LOGOS READING PROGRAM 1A	Learning Resources	This competence based reading program is designed for primary and remedial classrooms. The program includes: 28 student record books, plastic marking sticks, teacher's guide, a diagnostic pre and post test, a scope and sequence chart, activity cards, and answer cards.
OPEN COURT CORRELATED LANGUAGE ARTS PROGRAM	Open Court Publishing Company	This is a systematic and functional program which provides for whole group, small group, and individual instruction. The main purposes of the program are: (1) to teach children to read and write independently

TITLE	SOURCE	DESCRIPTION
OPEN COURT CORRELATED LANGUAGE ARTS PROGRAM - Continued		by the end of the first grade, (2) to provide selections of literary quality and rewarding content, and (3) to provide a correlated language arts program for grades one through six.
PEABODY REBUS READING PROGRAM	American Guidance Service	Rebus is a programmed approach to beginning reading instruction utilizing a vocabulary of Rebuses (picture words).
SOUNDER	Edmark	Sounder is a complete reading tutoring system which uses students or other volunteers to provide assistance for those needing help with reading skills. The resource set contains a student progress book, a sound training tape, one copy each of books 1 through 5, and ten motivational games.
145 STRUCTURAL READING SERIES	L. W. Singer Co.	This is a systematic approach to reading. It provides the child with an insight into the relationship between spoken and written language. The beginning reader proceeds from the spoken word to its written representation. Each child is led to discover for himself that alphabetical symbols are transcriptions of the sound element in spoken words. Thus, writing is recognized to be a way of transcribing speech to a page.
SULLIVAN DECODING KIT	Behavioral Research Laboratories	The kit gives your students a thorough understanding of the decoding process. It is designed specifically for the first grade student and will successfully augment your present basal reading program. The kit will enable your students to decode the English sound-symbol relationships while developing precision in word discrimination and improving their vocabulary.

TITLE	SOURCE	DESCRIPTION
SULLIVAN PROGRAMMED READING	Webster	This is a basal reading program for primary grades and an excellent corrective program for middle and upper grade pupils. It employs a linguistic approach to simplify reading for every pupil.
SULLIVAN READING PROGRAM	Behavioral Research Laboratories	Linguistically structured to present the student with consistent development of sound and word recognition, this program can be started with a student who has not yet even mastered the alphabet.
TARGET YELLOW: PHONETIC ANALYSIS KIT	Field Educational Publications, Inc.	The exercises in this kit allow students to approach phonetic analysis through vision, hearing, and kinesthetic-tactile responses. The kit consists of pretests, 20 cassettes, target sheets, and progress chart.
TURNING POINT	McCormick-Mathers	This high interest-low level reading program contains 40 books (4 books of each title). The reading range of the books is 1.8 to 3.1. A teacher's guide and duplicating masters are also included.

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TITLE	SOURCE	DESCRIPTION
AAMD ADAPTIVE BEHAVIOR SCALES	Edmark Associates	This is a behavior rating scale in two parts designed to provide objective descriptions and evaluations of retarded individuals. Part one evaluates an individual's skills and habits in ten coherent groups of related activities considered important to the development of personal independence in daily living. It provides measures of maladaptive behavior related to personality and behavior disorders in fifteen rating areas. (grades 2-6)
ARTHUR POINT SCALE OF PERFORMANCE TESTS (revised)	The Psychological Corp.	These tests measure the abilities of deaf children, those with reading disabilities, delayed or defective speech, and the non-English-speaking population. It consists of five non-language subtests in a revised form: Knox Cube Test, Sequin Form Board, Arthur Stencil Design Test I. Healy Pictorial Completion Test II, and Porteus Maze Test. (4 yrs.-Adult)
BASIC CONCEPT INVENTORY	Follett Educational Corp.	This checklist of basic concepts provides information about the lack of specific skills. It can be useful with experientially deprived or emotionally disturbed children. The inventory utilizes criterion-referenced norms. (Preschool - 10 years)
BAYLEY SCALES OF INFANT DEVELOPMENT	The Psychological Corp.	This instrument evaluates infant development. The mental scale consists of 163 items which measure response to visual and auditory stimuli, manipulation and play with objects, and responses involving social interaction. It also measures discrimination and understanding concepts. The motor scale consists of 81 items which measure progression of gross-motor abilities as well as fine-motor coordination. The infant behavior record rating scale measures various aspects of personality. (2 - 30 Months)

TITLE	SOURCE	DESCRIPTION
BEHAVIOR RATING SCALE	Learning Research and Development Center	This summated scale based on the behavioral correlates of learning disabilities can be used with mentally retarded and emotionally disturbed children. (6-10 years)
BENDER VISUAL MOTOR GESTALT TEST FOR CHILDREN	Western Psychological Services	This test provides an index of the structural and functional aspects of perceptual-motor development. It can be individually administered to emotionally disturbed and neurologically handicapped children. (7-11 years)
BENDER-PURDUE REFLEX TEST	Academic Therapy Publications	This test detects lack of integration of labyrinthine, asymmetric, and symmetric tonic neck reflexes. It also provides remedial procedures. (preschool- grade 6)
CALIFORNIA ACHIEVEMENT TESTS (1970 Edition)	CTB--McGraw-Hill	This test consists of one form which measures four different levels. It yields 11-12 scores. (grades 1 - adult)
CALIFORNIA TEST OF MENTAL MATURITY (REVISED)	CTB--McGraw-Hill	This test measures memory, spatial relationships, logical reasoning, and numerical reasoning. The section on verbal concepts determines a total language deviation IQ. (grades K - adult)
THE CALLIER-AZUSA SCALE	Council for Exceptional Children	Is designed for assessment of deaf-blind children. The scale is composed of five areas which have sub-scales made up of sequential steps describing developmental milestones. Scoring is by observation over a two-week period and criteria for scoring is specified along with directions for completion of a profile. (low functioning)

TITLE	SOURCE	DESCRIPTION
CARROW ELICITED LANGUAGE INVENTORY	Learning Concepts	This inventory identifies language problems and determines the specific linguistic structures that contribute to these problems. The examiner obtains performance data by having the child repeat stimuli presented to him. He then tape records responses, transcribes errors, and analyses the production of verb forms. (3-8 years)
CATTELL CULTURE FAIR INTELLIGENCE TEST	The Bobbs-Merrill Co., Inc.	This nonverbal series consists of two levels. Although nonverbal in form, both scale II and scale III predict verbal achievement as well as potential achievement in other areas. (8 years-superior adult)
CATTELL INFANT INTELLIGENCE SCALE	The Psychological Corp.	This test extends the <u>Stanford Binet Intelligence Scale</u> downward. Items are somewhat more complex, however. It counts simple perceptual responses at the youngest ages. The test has a low correlation with school-age IQ. It has no predictive value before the first birthday. (3-30 months)
CHICAGO NON-VERBAL EXAMINATION	The Psychological Corp.	This test contains 100 items, each printed on a card 6" by 19", and each with three to five drawings. This individually administered scale is suitable for cerebral palsy patients and other physically handicapped persons. It requires no verbal response. The subject selects from a series of drawings the one that does not belong. (6 years-adult)
DENVER DEVELOPMENTAL SCREENING TEST	Ladoca Project and Publishing Foundation, Inc.	This standardized test detects children with serious developmental delays. It covers four functions: gross-motor, language, fine-motor-adaptive, and personal-social. (birth-6 years)

TITLE	SOURCE	DESCRIPTION
DETROIT TESTS OF LEARNING APTITUDE	The Bobbs-Merrill Co., Inc.	These tests evaluate individuals who require an individual intelligence test to verify results on a group test, or because of emotional or physical problems. The tests provide specific information about mental traits, motor speed and precision, social adjustment, and abilities or disabilities in learning. (3 years-adult)
DEVELOPMENTAL PROFILE	Psychological Development Publications	An inventory of skills which has been designed to assess a child's development from birth to 12½ years of age. The inventory provides a screening of five key areas: Physical self-help, social, academics, and communications. The instrument uses an interview format which is either self-administered or informant based. (birth-12½ years)
150 DEVELOPMENTAL TEST OF VISUAL- MOTOR INTEGRATION	Follett Educational Corp.	This group-administered test detects problems in visual-motor integration by using geometric form reproductions of increasingly greater difficulty. (grades 2-8)
DEVEREUX ELEMENTARY SCHOOL BEHAVIOR RATING SCALE	The Devereux Foundation Press	This test yields subscores in classroom disturbance, impatience, disrespect, defiance, external blame, achievement anxiety, external reliance, comprehension, inattention-withdrawal, irrelevance-responsiveness, creative initiative, and need of closeness to teacher. (grades 1-6)
DORR DIAGNOSTIC READING TEST OF WORD RECOGNITION SKILLS	American Guidance Service, Inc.	This group administered test identifies the need for remedial instruction. It covers beginning sounds, sight words, rhyming, whole-word recognition, speech consonant blending, vowels, ending sounds, discriminate guessing, and letter recognition. (grades 1-9)

TITLE	SOURCE	DESCRIPTION
DURRELL ANALYSIS OF READING DIFFICULTY (NEW EDITION)	Harcourt Brace Jovanovich, Inc.	This test consists of 13 subtests: oral reading, silent reading, listening comprehension, word recognition and word analysis, naming letters, identifying letters, visual memory of words, hearing sounds in words, learning to hear sounds in words, learning rate, phonic spelling of words, spelling, and handwriting. It should be used with less severe cases. (grades 1-6)
FULL-RANGE PICTURE VOCABULARY TEST	Psychological Test Specialties	This test measures verbal comprehension by using cartoon-like cards. It requires no reading or writing and can be given to anyone able to signal "Yes" or "No" in any interpretable way. (2 years-adult)
GESSELL DEVELOPMENTAL SCHEDULES	The Psychological Corporation	These instruments test mental growth through quantitative measurements of language, motor development, adaptive behavior and social behavior. (4 weeks-6 years)
GILMORE ORAL READING TEST	Harcourt Brace Jovanovich, Inc.	This individually administered test consists of 10 paragraphs measuring comprehension, speed, and accuracy. It records pupil errors in: substitutions, mispronunciation, insertions, and omissions. (grades 1-8)
GOLDMAN-FRISTOE TEST OF ARTICULATION	American Guidance Service, Inc.	This instrument includes three subtests that obtain a wide range sample of articulatory skills. It provides a filmstrip as an alternate test method. (2 years-adult)
GOLDMAN-FRISTOE-WOODCOCK AUDITORY SKILLS TEST BATTERY	American Guidance Service, Inc.	This test identifies deficiency in auditory skills. It includes 12 tests in five Easel-Kits. The battery includes: the Auditory Selective Attention Test; Diagnostic Auditory Discrimination Test, parts II and III; Auditory Memory Test, and Sound-Symbol Tests. (3 years-adult)

TITLE	SOURCE	DESCRIPTION
GOODENOUGH-HARRIS DRAWING TEST	Harcourt Brace Jovanovich, Inc.	This test requires the subject to draw a man as best he can. Scoring takes into account basic structure and details of features as well as clothing. The test includes carefully prepared scoring rules and can be applied to all cultures. This revision of the <u>Goodenough Intelligence Test</u> focuses on the development of conceptual thinking and accuracy of observation. The subject can also draw a woman or himself in a possible projective test of personality. (3-15 years)
GRAY ORAL READING TEST	The Bobbs-Merrill Co., Inc.	This test consists of 13 graded passages in each of four forms. It measures growth in oral reading, diagnoses reading difficulties, and assists with pupil placement in grades and reading groups. (grades 1-adult)
HARRIS TESTS OF LATERAL DOMINANCE	The Psychological Corp.	These tests measure eye, hand, and foot dominance. (6 years-adult)
HISKEY-NEBRASKA TEST OF LEARNING APTITUDE	Marshall S. Hiskey	This test evaluates deaf or hard-of-hearing persons by utilizing pantomime instructions. It may also be used with persons of foreign backgrounds. (3-16 years)
ILLINOIS TEST OF PSYCHO- LINGUISTIC ABILITIES (REVISED EDITION)	University of Illinois Press	This test measures auditory decoding, visual decoding, auditory-vocal association, vocal encoding, automatic-sequential ability, auditory-vocal automatic ability, visual-motor association, auditory-vocal sequencing ability, and visual-motor sequencing ability. It also evaluates visual, auditory, and grammatic closure. The test requires prior training in its administration. (grades 2-10)

TITLE	SOURCE	DESCRIPTION
KEYMATH DIAGNOSTIC ARITHMETIC TEST	American Guidance Service, Inc.	This individually administered test provides a diagnostic assessment of skill in mathematics. It contains 14 subtests organized into three major areas: content (numeration, fractions, geometry, and symbols); operations (addition, subtraction, multiplication, division, mental computation, and numerical reasoning); and applications (word problems, missing elements, money measurement, and time). (preschool-grade 6)
KINDERGARTEN AUDITORY SCREENING TEST	Special Education Materials, Inc.	This test can be administered to groups of six to 10. The recorded section consists of three subtests: listening for speech against a noisy background, synthesizing phonemes into words, and telling whether words in pairs are the same or different. (grades K-beginning first)
LEARNING ACCOMPLISHMENT PROFILE	Chapel Hill Training Out-Reach Project	This instrument evaluates six major skill areas: gross motor, fine motor, social, self-help, cognitive, and language. The profile breaks down each of these general skill areas into subskills. Within these subskills, tasks are sequenced from least to most difficult. (3-6 years)
LEARNING ACCOMPLISHMENT PROFILE FOR INFANTS (LAP-1)	Kaplan School Supply Corp.	A criterion-referenced record for parents and/or teachers of handicapped infant's (0-2) existing skills. This assessment, in combination with the previously developed LAP, provides a full range assessment from 0-5 years of age.
LEITER INTERNATIONAL PERFORMANCE SCALE	Special Education Materials, Inc.	This test evaluates perceptual matching, analogies, memory, etc. It consists of many items similar to those on verbal tests but requires no language. The test includes simple directions which can be spoken or pantomimed. The test is especially suited for use with handicapped children. (2 years-adult)

TITLE	SOURCE	DESCRIPTION
LINCOLN-OSERETSKY MOTOR DEVELOPMENT SCALE	C.H. Stoelting Company	This revision of the <u>Oseretsky Tests of Motor Proficiency</u> includes many items that deal with eye-hand coordination. Other items measure gross, unilateral and bilateral motor tasks, and finger dexterity. The test contains a minimum of cultural bias and can be used with the mentally retarded. (6-14 years)
LORGE-THORNDIKE INTELLIGENCE TESTS	Houghton-Mifflin Co.	These tests contain verbal series for grades 4-12. They measure scholastic aptitude through subtests of verbal reasoning ability, vocabulary, verbal classification, sentence completion, arithmetic reasoning, and verbal analogy. The tests also include a nonverbal series for grades K-3. They measure one aspect of intelligence, namely, abstract reasoning ability, through subtests involving pictorial classification, pictorial analogy, and numerical relationships. (grades K-adult)
MARIANNE FROSTIG DEVELOPMENTAL TEST OF VISUAL PERCEPTION (THIRD EDITION)	Consulting Psychologists Press, Inc.	This test can be administered to small groups or individuals. It measures five operationally defined perceptual skills: eye-motor coordination, figure ground, constancy of shape, position in space, and spatial relationships. (3-8 years)
METROPOLITAN ACHIEVEMENT TESTS (REVISED EDITION)	Harcourt Brace Jovanovich, Inc.	This latest edition of these tests reflects a 90 percent content revision. These tests consist of six comparable levels. They measure respective skills in word knowledge, word discrimination, reading, arithmetic, language, spelling, social studies, and science. (grades K-9)
METROPOLITAN READINESS TESTS	Harcourt Brace Jovanovich, Inc.	These group administered tests measure ability in word meaning, listening, letter recognition, picture matching, numbers, and copying. A supplementary section includes a draw-a-man test that measures perceptual maturity and motor control. (grades K-1)

TITLE	SOURCE	DESCRIPTION
MINNESOTA PRESCHOOL SCALE	American Guidance Service, Inc.	This scale uses verbal comprehension and memory tests to arrive at a verbal score. It also includes a nonverbal scale that measures form recognition, tracing, picture completion, block building, and simple puzzle skills. (1-6 years)
MINNESOTA RATE OF MANIPULATION TEST	Special Education Materials, Inc.	This test measures the perceptual abilities necessary to match relative shapes and sizes. It consists of putting blocks from the table into a form in its proper space with as much speed as possible. The test provides norms for junior and senior high school boys and girls, as well as for adults. It also includes special instructions for administering this test to the blind. (all ages)
MOTOR-FREE VISUAL PERCEPTION TEST	Academic Therapy Publications	This test standardized on motorically impaired and physically handicapped children, measures visual-perceptual abilities without involving motor components. (4-8 years)
MURPHY-DURRELL READING READINESS ANALYSIS	Harcourt Brace Jovanovich, Inc.	This instrument evaluates the ability to identify separate sounds in spoken words, identify capital and lower-case letters, and recognize sight words one hour after exposure. It thus measures auditory and visual discrimination and learning rate. (grade 1)
OSERETSKY TESTS OF MOTOR PROFICIENCY	American Guidance Service, Inc.	This test evaluates motor capacity and classifies and measures the inadequacies of this functioning. It covers general static coordination, dynamic coordination of the hands, general dynamic coordination, motor speed, simultaneous voluntary movements, and synkinesia. (4-16 years)
PEABODY INDIVIDUAL ACHIEVEMENT TEST	American Guidance Service, Inc.	This test evaluates reading recognition, reading comprehension, spelling, mathematics, and general information. (grades K-adult)

TITLE	SOURCE	DESCRIPTION
PEABODY PICTURE VOCABULARY TEST	American Guidance Service, Inc.	This individually administered wide-range picture vocabulary test utilizes a graduated series of 150 plates, each containing four pictures. It requires no reading by examiners. (2 years-adult)
PENNSYLVANIA TRAINING MODEL - INDIVIDUAL ASSESSMENT GUIDE	Council for Exceptional Children	The Model is designed to assist teachers in the development of specific programs for the severely and profoundly retarded from an assessment of the individual's needs. Model are sensory development, motor development, self-care, communication, perceptual-cognitive and social interaction.
PINTNER-CUNNINGHAM PRIMARY TEST	World Publishing Company	This group administered test of mental ability contains all pictures and no reading. (grades K-1)
THE PORTAGE GUIDE TO EARLY EDUCATION	Cooperative Educational Service Agency No. 12	This program - experimental edition - was developed for preschool handicapped children, but is adaptable to any age group which exhibits behaviors in the mental age range of 0-5 years. Since many behaviors cross over into several skill areas, the behaviors are grouped in the checklist according to the primary area of the behavior: cognition, self-help, motor, language, and socialization. The rating is accomplished by checking those behaviors which the learner presently has. By reviewing those behaviors which are left blank, the teacher or parents can develop training objectives for that learner's program.
PRESCHOOL ATTAINMENT RECORD	American Guidance Service, Inc.	This preschool scale of development employs the informant-interview method. It provides an assessment of physical, social, and intellectual functioning. (6 months-7 years)
PROJECT MEMPHIS	Fearon Publishers	A three-step system of developmental educational evaluation and program planning for pre-school-level handicapped children. The system is geared toward five developmental skill areas: personal-social, gross motor, fine motor, language and perceptuo-cognitive. (.25-5 years)

TITLE	SOURCE	DESCRIPTION
PURDUE PERCEPTUAL-MOTOR SURVEY	Charles E. Merrill Publishing Company	This test evaluates balance and posture, body image and differentiation, perceptual-motor match, ocular control, and form perception. It yields 22 scores. (6-10 years)
QUIX TEST	Psychological Test Specialties	This carefully standardized individually administered test consists of three forms, based on perceptual-verbal performance. Anyone who can see the drawings, hear or read the word items, and signal "Yes" or "No" can be tested. (2 years-superior adult)
ROSWELL-CHALL DIAGNOSTIC READING TEST OF WORD ANALYSIS SKILLS	Essay Press	This instrument evaluates the knowledge of letter sounds and their combinations into words, and the ability to apply phonic rules. (grades 2-6)
SCREENING TEST OF ACADEMIC READINESS	Priority Innovations, Inc.	This test evaluates learning characteristics, social and emotional difficulties, and developmental and remedial needs. (4-6 years)
SLOSSON DRAWING COORDINATION TEST FOR CHILDREN AND ADULTS	Slosson Educational Publications	This test detects various forms of brain dysfunction or perceptual disorders that involve eye-hand-coordination. (1 year-adult)
SLOSSON INTELLIGENCE TEST	Slosson Educational Publications	This short, individually administered test contains an abbreviated form of the <u>Stanford-Binet Intelligence Scale</u> . (2 weeks-adult)
SLOSSON ORAL READING TEST	Slosson Educational Publications	This individually administered test measures the ability to pronounce words at different levels of difficulty. (grades 1-adult)
SPECIFIC LANGUAGE DISABILITY TEST	Educators Publishing Service	This test evaluates perception in visual discrimination, visual memory, visual-to-motor coordination, perception in auditory discrimination, auditory-to-visual coordination and comprehension. All written sections evaluate handwriting and ability to follow directions. (grades 6-8)

TITLE	SOURCE	DESCRIPTION
STANFORD-BINET INTELLIGENCE SCALE (THIRD REVISION)	Houghton-Mifflin Company	This latest revision combines forms L and M of the second revision into one single form. The examiner must have special training in order to administer this test. (2 years-adult)
THE TARC ASSESSMENT SYSTEM	H & H Enterprises, Inc.	TARC is a short-form behavioral assessment of the capabilities of retarded or severely handicapped children on a number of skills related to education. Through a narrow sampling of behaviors in the areas of self-help, motor, communication and social skills, the system provides the teacher with a general picture of the child's current level of functioning.
THE TEACHING RESEARCH MOTOR-DEVELOPMENT SCALE	Charles C. Thomas, Publisher	The scales measure motor proficiency and act as a model for a teaching curriculum designed to improve motor coordination among the severely or moderately retarded. The administration and scoring are based on the same presentation style of the <u>Lincoln Oseretsky Motor Development Scale</u> .
T.M.R. PERFORMANCE PROFILE FOR THE SEVERELY AND MODERATELY RETARDED	Edmark Associates	The scale is divided into six major areas: social behavior, self-care, communication, basic knowledge, practical skills and body usage. The scoring of these items is based on a performance scale of 0-4. The instruction manual includes information on techniques for acquiring the data needed for the profile.
VERBAL LANGUAGE DEVELOPMENT SCALE	American Guidance Service, Inc.	This scale evaluates the level of verbal language development by means of the informant-interview method. It serves as an expansion of the verbal portion of the <u>Vineland Social Maturity Scale</u> . (1 month-16 years)

TITLE	SOURCE	DESCRIPTION
VINELAND SOCIAL MATURITY SCALE	American Guidance Service, Inc.	The Vineland has been developed as a measure of social competencies from birth to maturity. The items of the scale are developmentally sequenced for the areas of self-help, self-direction, locomotion, occupation, communication and social relations.
WECHSLER INTELLIGENCE SCALE FOR CHILDREN (REVISED)	The Psychological Corp.	The WISC-R incorporates the original WISC plus a revision of approximately 30 percent. The revisions help make the test more appropriate for use with children from different cultural backgrounds. The individually administered test includes 12 subtests of verbal comprehension, math visual completion, and performance tasks. (6-16 years)
WECHSLER PRESCHOOL AND PRIMARY SCALE OF INTELLIGENCE	The Psychological Corp.	This individually administered test yields much of the same information as the WISC-R. Eight of the 11 tests provide the same measure and approximately one third of the total number contain essentially the same items. The test consists of only one form. (4-6 years)

IMS INSTRUCTIONAL MATERIALS

Accession Number	Title
4001	Frostig-Program for the Development of Visual Perception
4002	Semel Auditory Processing Program - Beginning Level
4003	Semel Auditory Processing Program - Intermediate Level
4004	Semel Auditory Processing Program - Advanced Level
4005	Pacemaker Arithmetic Program
4006	Shapes'n Things
4007	What's Missing
4008	Visual Perception Skills - Filmstrips
4009	Developing Techniques in Concentration - Film Strips
4010	Developing Cognitive Skills - In Young Learners
4011	Reader's Digest - Perceptual Skills
4012	Paired Stimuli Technique - Articulatory Modification
4013	Reader's Digest - Initial Experiences
4014	Reader's Digest - Prereading
4015	Graded Picture Word Cards - For the Learning Methods Test
4016	Learning Language at Home
4017	Tutorgram Teaching Systems - Educators Handbook Machine
4018	Up The Dressing Ladder - Video Tape Kit
4019	DLM - See It-Do It - Activities in Visual Perception

IMS INSTRUCTIONAL MATERIALS

<u>Accession Number</u>	<u>Title</u>
4020	DLM - Concepts for Communication, Listening with Understanding, Unit 1
4021	DLM - Concepts for Communication Concept Building Unit 2
4022	DLM - Concepts for Communication, Unit 3
4023	Distar Reading II
4024	Distar Reading III
4025	Mathematics Concepts - Goal
4026	Language Development - Goal
4027	Reader's Digest - Number Concepts
4028	Diagnosis
4029	The Job Box
4030	Pacemaker Vocational Reader's
4031	The MWM Program for Developing Language Abilities
4032	ITPA
4033	Fokes Sentence Builder
4034	Erie Program - Part 1 Visual Perceptual Games
4035	Erie Program - Part 2 Perceptual Bingo
4036	Erie Program - Part 3 Visual-Motor Template
4037	Erie Program - Part 4 Perceptual Card & Dominoes Games
4038	Dubnoff Program

IMS INSTRUCTIONAL MATERIALS

<u>Accession Number</u>	<u>Title</u>
4039	Auditory Perception - Training Discrimination
4040	Auditory Perception Training - Imagery
4041	Auditory Perception Training - Memory
4042	Auditory Perception - Figure Ground
4043	SRA Thinklab
4044	Good Work Award Certificates
4045	Dubnoff Program 1, 2 and 3
4046	"Cut It" Book
4047	Easy Grip Scissors
4048	Large Wipe-Off Colored Crayons
4049	3 Washable Pens
4050	Corrective Reading Program - Teacher Presentation Book
4051	Corrective Reading Program - Teacher's Management and Skills Manual
4052	Clear Plastic Folders
4053	Pictures & Patterns Teacher's Guide (Beginning, Intermediate & Advanced)
4054	Accepting Individual Differences
4055	Tactile Drawing Board
4056	Program Guidelines for Children with Feeding Problems
4057	Verbal Expressive Language

IMS INSTRUCTIONAL MATERIALS

<u>Accession Number</u>	<u>Title</u>
4058	Secrets for Survival-Training Program for Teachers of the Severely/Profoundly Handicapped
4059	Missouri Curriculum Guide for Mild/Moderate (Educable) Mental Retardation
4060	Reading Attainment System I
4061	Sorting Board, Tool Block, Threading Board
4062	Basic Skills Curriculum Guide
4063	The Turner-Livingston Reading Series
4064	Follett Vocational Reading Series
4065	The Turner Career Guidance Series
4066	Explorations in Number Concepts
4067	Explorations in Letter and Numbers
4068	Exploration in Shape, Color & Size
4069	Explorations in Fine Motor Skills & Letter Printing
4070	Explorations in Gross Motor Skills & Sensory Perception

ACCESSION NUMBER	TITLE	SUBJECT
3053	<u>Activities for Vision Stimulation of Early Developmental Level Children</u> , Grace Boyer, et al. The Maryland School for the Blind, 1975	Teaching Resource
1045	<u>An Analysis of P.L. 94-142, The Education For All Handicapped Children Act of 1975</u> . National Association of State Directors of Special Education, Washington, D. C., 1975	Public Law
3153	<u>Baltimore Early Identification Screening Instrument</u> , Baltimore City Public Schools, 1977	Testing - Early Identification
2152	<u>A Catalog of Materials for the Severely Handicapped</u> , Wayne K. Myers. Department of Health, and Rehabilitative Services, Florida.	Teaching Resource
1117	<u>The College Guide for Students With Disabilities</u> , Elinor Gollay, et al. Abt Publications, Cambridge, Mass., 1976	Directories
1259	<u>Cooperative Manpower Planning: Annotated Bibliography</u> , Robert L. McGough, et al. University of Missouri, Columbia, Mo., 1976	Training - University
2161	<u>Cooperative Work Experience: An Annotated Resource Guide for Teachers of the Handicapped</u> , Dennis R. Herschback, et al. University of Maryland, 1976	Vocational
1268	<u>Directory of Services For the Developmentally Disabled</u> , Ranjit K. Majumder, et al. West Virginia University, 1975	Directory
3139	<u>Early Childhood Curriculum Materials</u> . University of North Carolina, 1975	Early Childhood
2095	<u>Early Childhood Education For Exceptional Children</u> , Council for Exceptional Children, Reston, Va., 1977	Early Childhood
2132	<u>Educating the Handicapped Child for Leisure Fulfillment</u> , John A. Nesbitt. University of Iowa, 1978	Leisure

ACCESSION NUMBER	TITLE	SUBJECT
1188	<u>Functional Speech and Language Training for the Severely Handicapped, Part I</u> , Doug Guess, et al. H & H Enterprises, Inc., Lawrence, Kansas, 1976	Language
2149	<u>Guidance, Counseling, and Support Services for High School Students with Physical Disabilities: Visual, Hearing, Orthopedic, Neuromuscular, Epilepsy, Chronic Health Conditions</u> , June C. Foster, et al. Technical Education Research Centers, Massachusetts, 1977	Teaching Resource
3145	<u>Handicapped People in Society: A Curriculum Guide</u> , Ruth-Ellen Ross, et al. University of Vermont, 1977	Curriculum
1101	<u>Handling the Young Cerebral Palsied Child At Home</u> , Nancie R. Finnie. Sunrise, New York, 1974	Cerebral Palsy
2143	<u>Home Instruction Programs for Exceptional Students (ages 0-5)</u> . Florida Department of Education, Tallahassee, Florida, 1977	Parent Training
3142	<u>Learning Games for Infants and Toddlers</u> , New Readers Press, Syracuse, New York, 1977	Early Childhood
1273	<u>The Live Oak Curriculum: A Guide to Preschool Planning in the Heterogeneous Classroom</u> , Celeste Myers. Circle Preschool, Piedmont, CA, 1976	Curriculum
2150	<u>Making It Work: Practical Ideas for Integrating Exceptional Children Into Regular Classes</u> , Barbara Aiello. Council for Exceptional Children, 1975	Mainstreaming
2031	<u>Mothers Can Help</u> , Shirley Cliff, et al. El Paso Rehabilitation Center, El Paso, Texas, 1974	Parent Training
3150	<u>Observable Signs of the Preschool Handicapped Child</u> , South Carolina Department of Education, 1976	Early Childhood
2019	<u>Parent-Centered Programs For Young Hearing Impaired Children</u> . Prince George's County Public Schools, Maryland, 1977	Deaf

ACCESSION NUMBER	TITLE	SUBJECT
2013	<u>Parents Are Teachers</u> , Wesley C. Becker, Research Press, Champaign, Illinois, 1975	Parent Training
2168	<u>Pennsylvania Training Model, Individual Assessment Guide</u> , M. Ellen Somerton, et al. Pennsylvania Department of Education, 1976	Testing
1276	<u>Physically Handicapped Children, A Medical Atlas for Teachers</u> , Eugene E. Bleck, et al. Grune & Stratton, 1975	Physically Handicapped
2035	<u>Prep, A Delivery System Model Program for Developmentally Delayed Young Children, Birth through four</u> . Carroll County Public Schools, Westminster, Maryland 1977	Early Childhood
1168	<u>Preparing Instructional Objectives</u> , Robert F. Mager, Fearon Publishers, Inc., Palo Alto, California, 1962	Objectives - Writing of
1245	<u>The Rights of Parents In The Education of Their Children</u> , The National Committee for Citizens in Education, Columbia, Maryland, 1977	Parent Involvement
2094	<u>Teacher, Please Don't Close The Door</u> , Council for Exceptional Children, Reston, Virginia, 1976	Mainstreaming
3005	<u>Teaching I: Classroom Management</u> , Wesley C. Becker. Science Research Associates, 1975	Behavior Management
2130	<u>Teaching the Moderately and Severely Handicapped</u> , Michael Bender, et al. University Park Press, 1976	Severely Handicapped
3006	<u>Teaching II: Cognitive Learning and Instruction</u> , Wesley C. Becker, et al. Science Research Associates, Inc., 1975	Teaching Resource

IMS TESTING MATERIALS

<u>Accession Number</u>	<u>Title of Test</u>
3094	Developmental Test for Visual Motor Integration
3095	TARC - Assessment Inventory for Severely Handicapped Children
3096	Detroit Tests of Learning Aptitude
3097	Initial Expressive Language Program
3098	Detroit Tests of Learning Aptitude
3099	Portage Guide to Early Education
3100	Developmental Tests of Visual Perception
3101	Slingerland Screening Tests for Identifying Children with Specific Language Disability
3102	Move, Grow, Learn - Movement Skills Survey
3103	Boehm Test of Basic Concepts
3104	Doren Diagnostic Reading Test of Word Recognition Skills
3105	Specific Language Disability Test
3106	Oseretsky Tests of Motor Proficiency
3107	GFW - Sound Symbol Test
3108	GFW - Diagnostic Auditory Discrimination Test - Part I
3109	GFW - Diagnostic Auditory Discrimination Test - Part II
3110	GFW - Auditory Selective Attention Test
3111	GFW - Auditory Memory Test

IMS TESTING MATERIALS

Accession Number	Title of Test
3112	Kindergarten Auditory Screening Test
3113	Test of Auditory Discrimination
3114	Peabody Individual Achievement Test - Volume I
3115	Peabody Individual Achievement Test - Volume II
3116	Peabody Picture Vocabulary Test
3117	Skills Monitoring System
3118	Skills Monitoring System - Reading/Comprehension
3119	Skills Monitoring System - Reading/Word Identification
3120	Metropolitan Readiness Tests, 1976 Edition
3121	Psychoeducational Screening System for Identifying Resourceful Marginal and Vulnerable Pupils in Primary Grades
3122	Pennsylvania Training Model Individual Assessment Guide
3123	Learning Accomplishment Profile
3124	Psychological Testing of Children
3140	Classroom Reading Inventory
3141	Stanford Diagnostic Mathematics Test (SDMT)
3152	The Wide Range Achievement Test (WRAT)
3153	Baltimore Early Identification Screening Instrument
3157	The Maryland Diagnostic Arithmetic Test and Interview Protocols

IMS TESTING MATERIALS

<u>Accession Number</u>	<u>Title of Test</u>
3158	Adaptive Behavior Scale
3159	The Callier-Azusa Scale
3160	Gray Oral Reading Test
3161	Project Memphis Instruments for Individual Program Planning & Evaluation
3162	Sobel Early Childhood Scale
3163	Carolina Developmental Profile
3164	Learning Accomplishment Profile
3165	Vineland Social Maturity Scale

E. Scheduled Training Activities

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